



**VOLLEYBALL
WESTERN AUSTRALIA**



COACHING RESOURCE GUIDE



January 2018





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INTRODUCTION

Volleyball Australia's national participation program, Spikezone, is aimed at providing children at primary school level the opportunity to experience the sport of Volleyball.

Spikezone modifications include:

- A smaller sized court
- A lower net height
- A softer and lighter ball
- Less players on the court
- Slight changes to the rules

Like volleyball, Spikezone is about getting the ball over the net in three hits or less and winning the rally because the ball hits the ground in the opposition's court, the opposition fails to return the ball over the net in three hits or the opposition hits the ball out of court.

Spikezone can be modified to suit various group sizes, skill levels and ages to ensure players have a fun experience while learning the game.

This Guide is a compilation of many junior volleyball resources in one booklet. Refer to the Sources page for a list of resources used.

USING THE GUIDE

This guide gives any coach information to engage players in the fundamental volleyball skills whilst keeping the session fun and engaging. It is not prescriptive and we understand that each program has different needs and drills and games need to be changed depending on the age and skill level of the program participants. There are a range of activities that coaches may have previously used, either in volleyball or other sport.

We recommend all drills and games follow the principles:

- Use a smaller sized court
- Use the net often
- Lower the net so that they can hit (remove the bottom end of the Spikezone pole)
- Spike often!
- Make your largest team size four

We encourage the game sense approach where the majority of the session encourages learning through games. There are times where individual skills will need to be developed. However once a player can perform the skill at a competent level you should progress the skill into a game to practise the skill. To keep the game engaging for all participants you can modify it such as, reducing the number of players on a team or making the court smaller.

DELIVERY ESSENTIALS

Be prepared as a deliverer

Complete your Session Plans before the session. A Session Plan template can be found in the Appendices. Make sure you walk through the session in your mind before you conduct it. Try to anticipate what you



might do if things aren't working. The more prepared you are with a plan; the more confident you will feel about some spontaneity on the day. Know what equipment you will need, where it is and where it needs to be placed for the session before you arrive. Kids love helping to set up, involve them with specific setting up tasks.

Love the game

First and foremost we want kids to enjoy the game. You are teaching them to love the game and play for fun, not training them for the Olympics.

Modifications

Modifications are encouraged to make the game fun and to learn new skills. There are a range of modifications that can be made based on the age group and venue.

CHANGE IT if an activity is not working.

Let the kids play

Avoid too many interruptions like feedback and corrections. These take time away from participating in activities and games which should take up the majority of the session. Aim for no more than 2 minutes talking for 20 minutes of activity.

Create a positive, fun environment

Kids learn in a positive environment, get excited about players getting skills right and don't stress too much about their errors. Make sure you are coaching proactively not reactively, always give positive feedback and never use sarcasm or put down kids. Make allowances for all age groups and abilities.

Use different methods of communication

Kids learn in lots of different ways, ensure to ensure you use different ways of communicating with them, talk to them, show them and most importantly let them try. When giving instructions be brief and explicit and link it to a brief demonstration. Ask questions to make sure they understand. This is also important when working with kids from Cultural and Linguistically Diverse and Aboriginal and Torres Strait Islander Backgrounds.

Children with a disability

The skills needed to play volleyball for a child with a disability vary greatly depending on the nature and extent of their disability. The majority of skills can be modified to ensure children with disabilities can participate in volleyball.

Venue/Facility Checks

Coaches should make every effort to identify risks around the playing area before the session and take steps to prevent injuries to players and others. Keep record of any risks and advise venue management in an appropriate timeframe.

Incident Reporting

Should any incidents arise while in your role as a coach, an incident report form should be completed and submitted to your employer, club or state association. A template can be found in the Appendices.



SUGGESTED SESSION FORMAT FOR A 1 HOUR SESSION

See Session Plan Templates in Appendices

Activity	Group Talk	Warm Up Game	New Skill Introduction	Drill	Drill/Game	Game	Wrap Up
Time	2 mins	10 mins	10mins	10mins	10 mins	15mins	3mins

- Switch a 10min Drill with a game if needed. Drills can be made fun by adding scoring.
- For less than one hour remove one drill.
- If skill has already been introduced replace with a drill
- Where this book refers to a volleyball net, it is possible to use similar objects/concepts such as no-go or neutral zone, bench, rope etc. to allow children to experience the concept of playing over a net. If using a rope, it is recommended that coloured ribbons or similar are tied to the rope to make it more visible and reduce the likelihood of participant injury as a result of running into the rope.
- Where reference has been made to activities occurring on a volleyball court or an area of similar size, it is best to involve no more than 12 children per court.
- For safety, it is recommended that at least 3 metres be allowed between the marked court area and immovable objects such as walls or, if outside, even trees.

EQUIPMENT NEEDED

- Balls
- Cones
- Spikezone nets, Badminton Nets, or rope
- Whistle
- Stop watch
- Hat (for sunny weather) and sunblock



HEALTH AND PHYSICAL EDUCATION CURRICULUM¹⁰ PRE-PRIMARY TO YEAR 6

Movement and Physical Activity- Moving Our Body			
Pre-primary	Year 1	Year 2	Year 3
<p>Body management skills:</p> <ul style="list-style-type: none"> static balance (one foot) line walk <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump (two foot) hop gallop <p>Object control skills:</p> <ul style="list-style-type: none"> kick off the ground Catch <p>Fundamental movement skills in simple games with or without equipment</p>	<p>Body management skills:</p> <ul style="list-style-type: none"> side roll (pencil) <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump (one foot) dodge skip <p>Object control skills:</p> <ul style="list-style-type: none"> underarm throw ball bounce <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> kick catch bounce 	<p>Body management skills:</p> <ul style="list-style-type: none"> forward roll <p>Locomotor skills:</p> <ul style="list-style-type: none"> jump for height <p>Object control skills:</p> <ul style="list-style-type: none"> overarm throw punt two-hand side strike <p>Fundamental movement skills involving the control of objects and simple games:</p> <ul style="list-style-type: none"> overarm throw kick <p>Simple games that use a combination of movement skills</p>	<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump hop dodge <p>Ways to maintain a balanced position when performing locomotor and object control skills</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> gaining possession navigating an obstacle course
Year 4		Year 5	Year 6
<p>Fundamental movement skills:</p> <ul style="list-style-type: none"> kick catch underarm throw overarm throw bounce forehand strike <p>Combination of locomotor and object control skills in minor games</p> <p>Locomotor skills:</p> <ul style="list-style-type: none"> run jump dodge <p>Ways to maintain a balanced position when connecting movements</p> <p>Movement skills and tactics to achieve an outcome:</p> <ul style="list-style-type: none"> creating scoring opportunities problem solving to achieve an outcome 		<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none"> body awareness spatial awareness relationship to and with objects, people and space 	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> use of appropriate skills spatial awareness relationship to and with objects, people and space



WARM UP GAMES

1. Hot Potato⁴- This is a catching and throwing drill.

- Use small courts, badminton sized if available. Set up 4 teams of 2 players, there are 2 teams at each end of the court.
- One student throws the ball over the net to a spot that might 'score'. The other team must catch it and throw it back from wherever they caught it.
- As soon as the ball drops, is thrown out or into the net the game is over.
- The winning team stays on and the losing team gets in line at the end of the court.

AGE GROUP PP-Y2 YR 3/4 YR 5/6

2. Hop Ball Relay⁴

- Create teams of 4 players, lined up approximately 5m across from a ball.
- This is a relay race, the first student hops down, grabs a ball and hops back to the line of students and hands the ball to the second player.
- The second player takes the ball, hops to the line and places the ball on the ground, then they hop back to the line of students.
- The third player hops to the line, grabs a ball and hops back to the line of students and hands the ball to the fourth player.
- The fourth player takes the ball, hops to the line and places the ball on the ground and hops back to the line of students.
- The team that finishes quickest wins!
- Change it- Change the hop to a run, For younger students try using smaller balls or bean bags

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Volleyball Freeze Tag⁴- This is a game to get players moving.

- 1 volleyball per game. Set up boundaries for students to run, make sure there are no poles or nets in the area.
- The students who are 'it' have a ball in their hand to use for tagging.
- The ball is used to tag another student; the ball must not be thrown. Once tagged they freeze with legs apart.
- They can be un-frozen by another student crawling between their legs (change if culturally inappropriate)

AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Ball Challenges⁴

- Students find a partner and get one ball between them, students stand back to back.
- Pairs have 2 minutes to complete as many repetitions as possible of each of the following movements:
 - Over/under ball pass- Pass ball overhead and then through the legs
 - Side to side ball pass- Pass the ball side to side from one partner to the other
 - Feet to feet ball pass- Students lay down head to head and pass the ball only using their feet. After receiving the ball their will bring it to the floor and then back over their head to the partners feet.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. Volley Relays⁴

- Form groups of 1 to 4 players with 1 volleyball per group.
- Have the groups spread along a starting line and have another line identified with existing lines, chalk or markers as the turnaround point. Place volleyball for each team on the turnaround line.
- Using some of the different activities below, conduct relays:
 - Run to the turnaround point, pick up the volleyball and perform three consecutive passes to yourself, put the ball down and run back to tag the next person
 - Run to the turnaround point, pick up the volleyball and person and perform three consecutive sets to yourself, put the ball down and run back to tag the next person
 - Pass the ball to yourself, making sure to keep it off the ground, while heading to the turnaround point and back again
 - Set the ball to yourself, making sure to keep it off the ground, while heading to the turnaround point and back again
 - Run to the turnaround point, pick up the ball, serve it to the next person waiting in line, they serve it back to you, put the ball down and run back to tag the next person
 - Starting with the ball, serve it so that it lands beyond the turnaround point, chase it and then serve it back to tag the next person

AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. All-in Tag¹- Warm up/energiser activity that develops space/player awareness

- Everyone tries to tag everyone else. Players who are tagged continue to tag others from a crouched position.
- Make it harder by restrict the size of the playing area.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



Warriors and Dragons¹- Energiser that focuses on anticipation and evasion skills

- Players on one team called Warriors pass a ball to other Warriors and try to tag an opposition called Dragons.
- Once Dragons are tagged, they become Warriors.
- When all the Dragons are caught, the teams swap over.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



7. Interceptor⁴- Develops the ability to intercept and anticipate where the ball is going

- Play in groups of 6–8. All players stand in a circle and pass a ball to each other.
- An interceptor inside the circle tries to intercept the ball.
- Only the interceptor can move. Add more interceptors if needed.
- Change the method of passing between players
- The interceptors must block the ball with their hands.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

8. Touch and come back⁵

- Students move to distinctive and safe targets and return e.g. lines on the ground, shapes and colours on the floor, fence.

- Ensure students watch out for one another when they move around. Begin with targets that are nearer to the teacher first.
- Then, progressively go on to targets further away.
- Vary the distance, locomotor movement and intensity each time.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

9. Chain relay⁵

- Mark out a start and finish line about ten metres apart.
- Form teams of four or five. Each team stands in single file behind the starting line.
- On the signal 'Go' student one runs forward, around the far marker, and back to the starting line.
- They then grip the wrist or hand of student two on their team and run around the far marker together.
- This continues for the third, fourth and fifth student. The chain cannot be broken.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

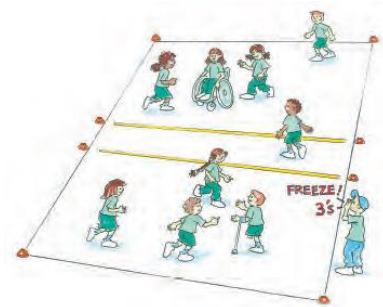
10. Jogging Line with ball⁷

- Divide students in even lines of no more than 6 students per line each in front of the other.
- Give one ball to the student at the front of the line.
- At the whistle, the lines start jogging around the court (or between two markers).
- While jogging the first student throws the ball backwards to the second student who catches it above their head and throws it backwards to the next student.
- This continues until the ball reaches the end of the line. The student with the ball at the end runs to the front of the line with the ball and begins the sequence again.
- This activity ends when the first student is at the front of the line again.
- Make it competitive: The first line that finishes wins.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

11. Form A Group⁶

- Players run around in random directions avoiding body contact with other players.
- The coach calls a number and players form groups of that size.
- Start with slow jogging.
- Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a 'new people in the group' rule for the second and third calls.



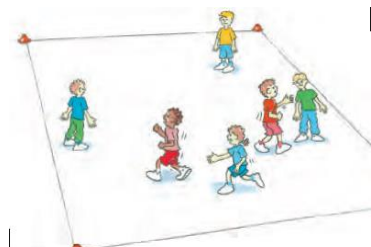
CHANGE IT

- Vary the locomotion – e.g. short bursts of running, hopping and fast walking before calling a group size.
- Players have to run to the nearest boundary and touch it with their feet before forming the group.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

12. Frost and Thaw⁶

- One player is Frost and is the chaser. Another is Thaw.
- Frost tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot.





- Thaw can melt these players by touching them. They can then re-join the game.

CHANGE IT

- Vary the travelling skills all players have to use the chosen locomotion.
- Two Frosts work together but must hold hands throughout –encourage players to choose their own partner.
- Harder for Thaw – one Thaw but two Frosts moving independently.
- Harder for Frost – one Frost with two Thaws moving independently

AGE GROUP PP-Y2 YR 3-4 YR 5-6

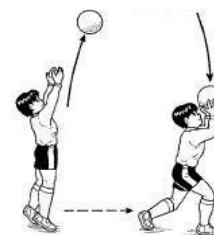
GETTING USED TO THE BALL- CATCHING AND THROWING²

Beginners should start by getting used to the ball, an objective which can be achieved in various ways. As the children try to catch the ball overhand, teach them to move to the point of contact quickly and to catch with their ten fingers wide open.

1. Throwing the ball and catching it²

- The aim of this first exercise is to throw the ball, at first with both hands, then with a single hand.
- Ensure that the children don't throw the ball too far from where they are standing.
- Make them move quickly to the place where the ball is likely to fall.
- Check that they catch it with their knees slightly bent.

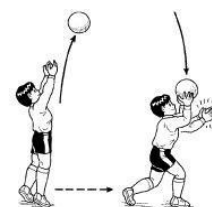
AGE GROUP PP-Y2 YR 3-4 YR 5-6



2. Clapping hands before catching the ball²

- The objective here is to get the children to clap hands before catching the ball.
- Gradually make them increase the number of claps, while at the same time keeping count of them. Have them try the exercise with a lower stance.
- Check that they are in a passing position when catching the ball.
- Suggest a contest to see which child claps the most.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



3. Catching the ball after doing a 90- or 180-degree turn²

- Make the children do a 90-degree turn, before getting them to try 180 degrees.
- Once they feel comfortable with rotating, add hand clapping.
- Ensure that they turn in both directions when doing the exercise.
- Suggest a contest to see which child claps the most.

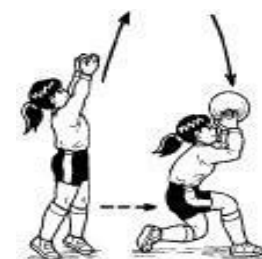
AGE GROUP PP-Y2 YR 3-4 YR 5-6



4. Getting under the ball and catching it²

- The next step is to make the children move to where the ball is likely to fall and adopt a crouched position.
- Get them to catch the ball using the overhand technique, ensuring that their knees are slightly bent.
- Have them repeat the exercise five times.
- At first, the children will throw the ball too high; get them to throw it lower as they gradually become accustomed to the exercise.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



5. Catching the ball using right and left movements²

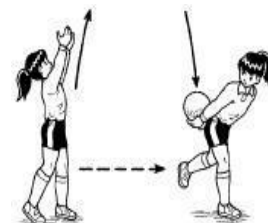
- The children throw the ball high and catch it five times on each side (right and left).
- Make them move towards the ball using side-steps or cross-over steps.
- Ensure that they don't throw the ball too far from where they are standing.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



6. Throwing the ball and catching it behind the back²

- The aim here is for the children to catch the ball in front of their body after throwing it between their legs.
- To ensure that this exercise is done correctly, make them bend forwards as far as possible and get them to throw the ball upwards, close to their body.
- See to it that they use a wrist-snap motion to throw the ball up towards their head.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

7. Throwing the ball between the legs and catching it in front of the body²

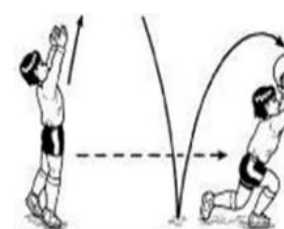
- The aim here is for the children to catch the ball in front of their body after throwing it between their legs.
- To ensure that this exercise is done correctly, make them bend forwards as far as possible and get them to throw the ball upwards, close to their body.
- See to it that they use a wrist-snap motion to throw the ball up towards their head.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

8. Throwing the ball high and catching it on the first bounce in a passing stance²

- The idea of this exercise is to make the children throw the ball up high, but not too far from where they are standing.
- Ensure that they move quickly to where the ball is likely to fall and that they catch it in a crouched position, with their knees slightly bent.

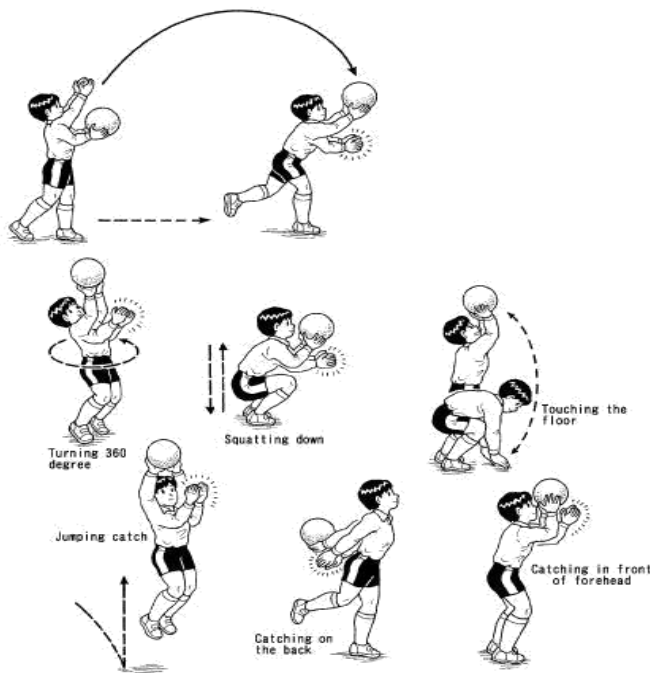


AGE GROUP PP-Y2 YR 3-4 YR 5-6

9. Throwing a ball and catching it overhand after clapping hands²

(This activity can also be done with setting when the kids have done that skill)

- This exercise aims to get the children to throw the ball up high and to clap hands quickly.
- Make sure they enjoy themselves when trying out these various movements.
- If there are a lot of children, check that there is enough space between them.
- Have them do the exercise using at first one hand, then two hands.

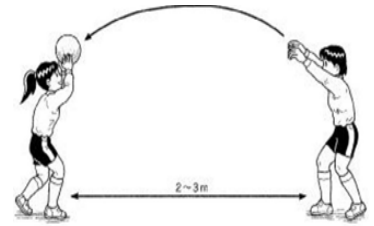


AGE GROUP PP-Y2 YR 3-4 YR 5-6

GETTING USED TO THE BALL- CATCHING AND THROWING IN PAIRS²

1. Catching and throwing²

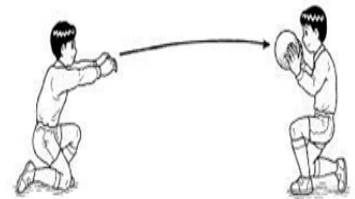
- In this exercise, the children throw the ball in an arc towards their partners' forehead.
- Make them practice passing and catching several times in a row.
- Start with a 2-3 meter gap between them and gradually increase the distance.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Catching and throwing on bended knee²

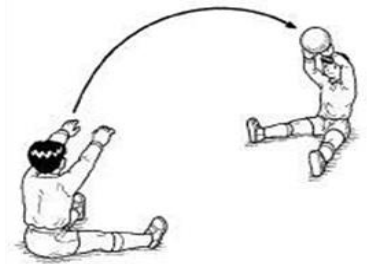
- The next step is to get the children to place a knee on the floor.
- Check that they bend their knees and throw the ball in a controlled manner, using the full force of their body.
- Make sure they direct the ball towards their partners' chest.
- Have them stand with one foot in front of the other when catching.
- You can also get them to try the exercise with both knees on the floor.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Catching and throwing while sitting and facing each other²

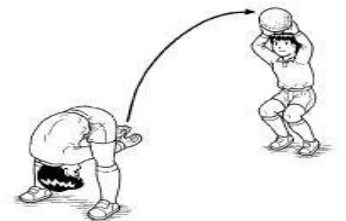
- Ask the children to throw the ball to their partners' chest.
- Make sure they retrieve the ball quickly if they fail to catch it. Gradually increase the gap between them.
- You can also try the exercise with four children.
- Get them to throw with an overhand position as much as possible.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Pairs Two-player throwing between the legs²

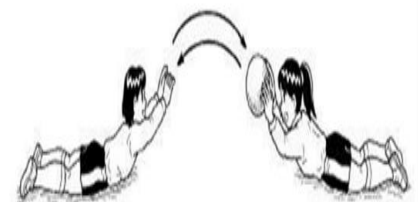
- Make sure the children watch each other carefully and throw the ball in a controlled manner.
- Gradually increase the gap between them.
- Suggest a contest to see how many times they can catch the ball in a given period of time.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. Catching and throwing while lying on stomach²

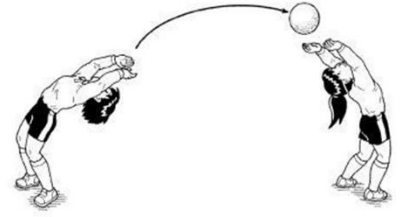
- The children throw the ball back slowly at first, then more quickly as they improve.
- Get them to throw the ball towards their partners' face.
- Make sure they aim carefully since they are unable to move, for obvious reasons.
- Check that they catch the ball with all ten fingers open wide when the ball gets close to their face. See to it that they throw the ball into the air rather than roll it on the floor.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. Catching and throwing while bending backwards²

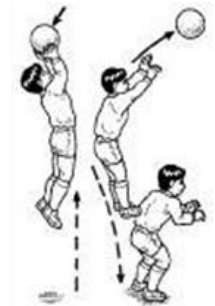
- The objective here is to get the children to stand with their legs apart and their upper body bent backwards.
- Ensure that they watch their partners and throw the ball in a controlled manner to them.
- Check that they catch the ball facing the other way from where it is coming.
- Ask them to throw the ball high at the beginning. Gradually, get them to throw it a little lower.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

7. Catching and throwing while jumping²

- Swinging both arms is important as it helps the children jump higher.
- Get them to catch the ball when it comes close to their face and to throw it back while they are still in the air.
- Ask them to throw the ball up higher at the beginning of the exercise.

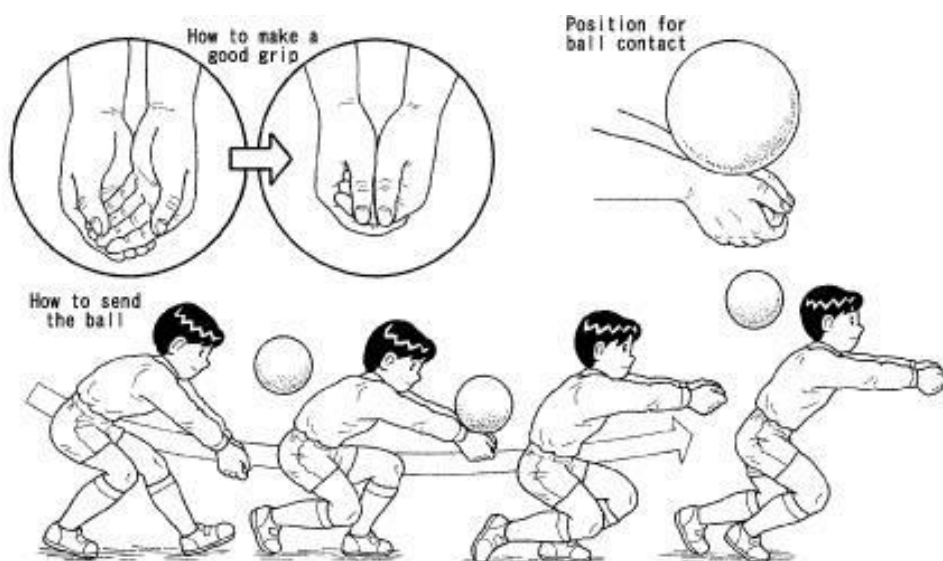


AGE GROUP PP-Y2 YR 3-4 YR 5-6

QUESTIONS TO ASK STUDENTS

- What did you need to do so you could get to the ball to catch it?
- What parts of your body were important in this activity?
- Why were these body parts important?
- What did you do to get ready for the catch?
- What things could you do to get to the ball quicker?

PASSING



The purpose of the forearm pass is to:

- Receive and control the ball after the opposition's serve.
- Prevent the opposition from winning the rally by preventing the ball from contacting the floor (dig)
- Commence the process of establishing an attacking opportunity

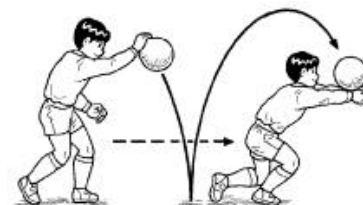
Key Points:

1. **Ready position** – Bend your knees and have your feet shoulder width apart with weight forward
2. **How to acquire a good grip**- Get the children to extend five fingers and place one hand over the other at an angle. They should put their thumbs together, the thumb of the lower hand holding the upper four fingers. Both thumbs should point downwards, away from the wrists.
3. **Platform** – Put your wrists together to create a flat platform for the ball to bounce off. Keep your elbows straight and angle your arms towards the target.
4. **Ball in front** – keep the ball in front of you and meet the ball with your platform so the ball rebounds off your forearms. Transfer your body weight forward towards your target so the platform moves through the ball. Beginners tend to swing their arms when trying to hit the ball, but this is a mistake. When hitting the ball, make sure the children don't swing their arms; rather, they should make contact by pushing up from the lower body.

PASSING DRILLS

1. Throwing a ball down towards the floor and catching it using the forearm platform²

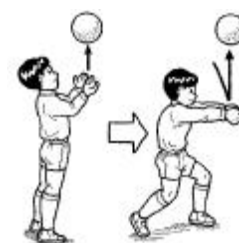
- In the first exercise of this drill, the children should prepare the forearm platform and move to where the ball is likely to fall.
- Ensure that they bend their knees and hold the platform they have made parallel to the floor.
- When the ball touches their forearms, get them to tighten their elbows and make the platform a flat surface.
- See to it that they don't push out their chin, elbows or hips, and that they keep their elbows tight and relax their shoulders.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Pass to self³- To improve the ball control of players in an easy situation, and get them used to a gentle impact of the ball on the arms

- Player throws the ball in the air and moves under it with their arms in the forearm pass (dig) platform.
- The player lets the ball bounce off the forearm and then catches it
- Repeat for a couple of minutes
- Change it- Player lets the ball bounce twice off the arms before catching it, then three times



AGE GROUP PP-Y2 YR 3-4 YR 5-6

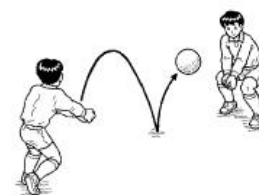
3. Bounce-Pass³- To get players used to the feel of the ball contacting their forearms and to encourage players to move under the ball and use their legs.

- The player throws the ball up high, lets it bounce on the floor, then does a forearm pass and catches the ball.
- Repeat for 2 minutes

AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Two player bounce passing²- make the children pass the ball backwards and forwards at a short distance, with only one bounce in between.

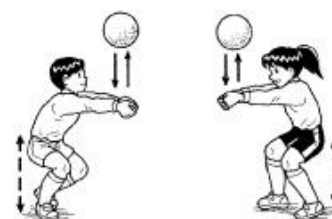
- Ensure that they move back and forth, right and left, getting under the ball quickly and adopting a crouched position.
- Ask them to count the number of successful passes in a row
- Pay attention to the children's stance: they should return the ball by pushing up with their whole body, rather than simply swinging their arm.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. Continuous pass³- To motivate players to keep passing with control

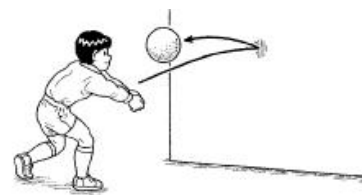
- Player throws the ball overhead and then tries to do as many forearm passes to themselves without a mistake
- Encourage the use of the legs in and under the ball, straight arms in horizontal position
- Players should keep counting their passes aloud



AGE GROUP PP-Y2 YR 3-4 YR 5-6

- 6. Passing against a wall²**- When children do underhand passes against a wall, it is important to make them move to where the ball is likely to fall.
- Check that they use their knees to control the ball.
 - Encourage them think about why the exercise may not be working well (e. g., arm, elbow, leg, strength, distance).

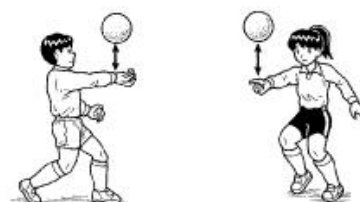
AGE GROUP PP-Y2 YR 3-4 YR 5-6



- 7. Single arm passing to self²**- The aim here is to get the children to extend their elbow and hit the ball with the inside part of the wrist, which should be kept loose at all times.

- Make them try the exercise with the other hand.
- Ensure that they bend their knees slightly and that they don't swing their arm.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



- 8. Stopping the ball with the platform²**- It is important that the children move quickly to where the ball is likely to fall.

- Ensure that they hold their forearms parallel to the floor.
- When making contact with the ball, get them to lower the platform in order to stop the ball.
- Check that they keep their elbows extended and their knees bent.
- Look around to ascertain the safety conditions

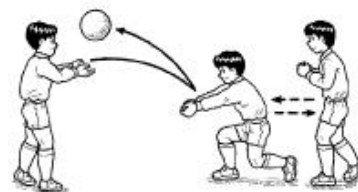
AGE GROUP PP-Y2 YR 3-4 YR 5-6



- 9. Underhand passing with forward movement²**

- When doing underhand passes, ensure that the children toss the ball gently to their partners at waist level while facing each other.
- The ball should be tossed with both hands in a controlled manner, using an underhand throw.
- Get them to move forwards when tossing, then make them move back and get into the ready position.
- Suggest that they switch roles after passing ten times.

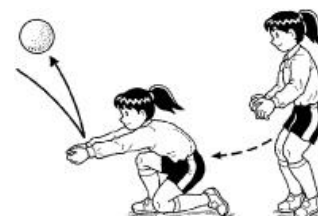
AGE GROUP PP-Y2 YR 3-4 YR 5-6



- 10. Underhand passing with low forward movement²**

- The idea here is to get the children to toss the ball gently but not as high.
- Make them toss the ball gradually lower until it gets very close to the floor.
- Ensure that they move in a crouched position and extend their legs fully when passing the ball.
- Suggest that they switch roles after ten passes.

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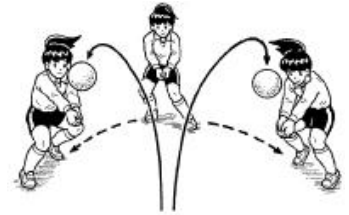


- 11. Underhand passing with forward right and left movements²**

- Make the children use a single or double shuffle step to move forwards (right or left).

- Get them to pass the ball with the outside foot positioned one step in front of the inside foot, using a crossover step to move quickly.
- Ensure that they gradually toss the ball further and further.
- Repeat the exercise five times on both sides, then switch roles.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



12. Lob-Pass³- To receive the ball over a longer distance and acquire accuracy with passing

- Player A does a high loopy underarm lob throw to Player B who does a forearm pass back to player A, who catches the ball.
- Repeat for 10 accurate passes then swap over

AGE GROUP PP-Y2 YR 3-4 YR 5-6

13. Pass-Pass³- Challenging control of passing with a partner

- Player A lobs the ball to Player B who tries to forearm pass to themselves and then does a forearm pass back to player A, who catches the ball
- Repeat for 10 accurate passes then swap over

AGE GROUP PP-Y2 YR 3-4 YR 5-6

14. Maximum Passes³- A fun challenge to try and do as many passes as possible between pairs

- Players stand about 1 to 5 meters apart and do continuous forearm passes to each other.
- When they make a mistake they start again
- Players should count how many consecutive passes they make without error

AGE GROUP PP-Y2 YR 3-4 YR 5-6

15. Move-Pass³- To increase players ability to move sideways before passing the ball

- Player A lobs the ball a couple of metres to the side of the partner, who shuffle steps sideways behind the ball to forearm pass it back to player A, who catches it.
- Repeat for 10 passes then swap over
- Vary lob throw from left to right

AGE GROUP PP-Y2 YR 3-4 YR 5-6

16. Triangle Pass³- To develop the ability to redirect an approaching ball to another target

- Three players for a triangle about 3 metres apart. Player A lobs the ball to Player B who does a forearm pass to Player C, who catches it.
- Player C then lobs the ball to Player B who does a forearm pass to Player A, who catches it.
- Repeat for 10 accurate passes then change

AGE GROUP PP-Y2 YR 3-4 YR 5-6

17. Net Pass³- To develop passing control for a ball over the net, and playing the ball toward the net.

- Three players form a triangle with Player A on one side of the net, Player B on the other side and Player C close to the net at the top of the triangle.
- Player A lobs the ball over the net to Player B to forearm pass to player C to catch near the net.
- Player C catches the ball and sets back to player A over the net
- Change after 4 or 5 successful passes for each player
- Change it- Player A does a soft underarm serve over the net

AGE GROUP PP-Y2 YR 3-4 YR 5-6

18. Partner Pass/Set 1³- To improve control by continuous forearm passes and sets with a partner, over a distance. Forearm passing is the emphasis in this practice with and occasional overhead set.

- Partners start several steps apart, and do continuous forearm passes and/or overhead sets to themselves, then their partner, The control pass/set to themselves is a valuable skill for learners to develop, and it keeps the rally on-going,
- Players keep count of the maximum number of times the ball is played to their partner, always trying to improve their best score.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

PASSING GAMES

1. Circle Pass Game³- a fun game to encourage calling and co-operation between players while passing the ball

- Five to seven players in a circle who try to forearm pass the ball around without hitting the ground.
- Count the number of consecutive good passes, starting again after an error. Circle with the highest score after several minutes wins.

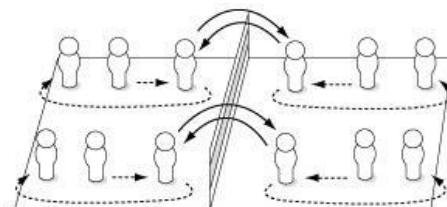
Change it

- Allow one bounce between passes
- Allow both forearm passes and sets
- Allow players to have multiple contacts

AGE GROUP PP-Y2 YR 3-4 YR 5-6

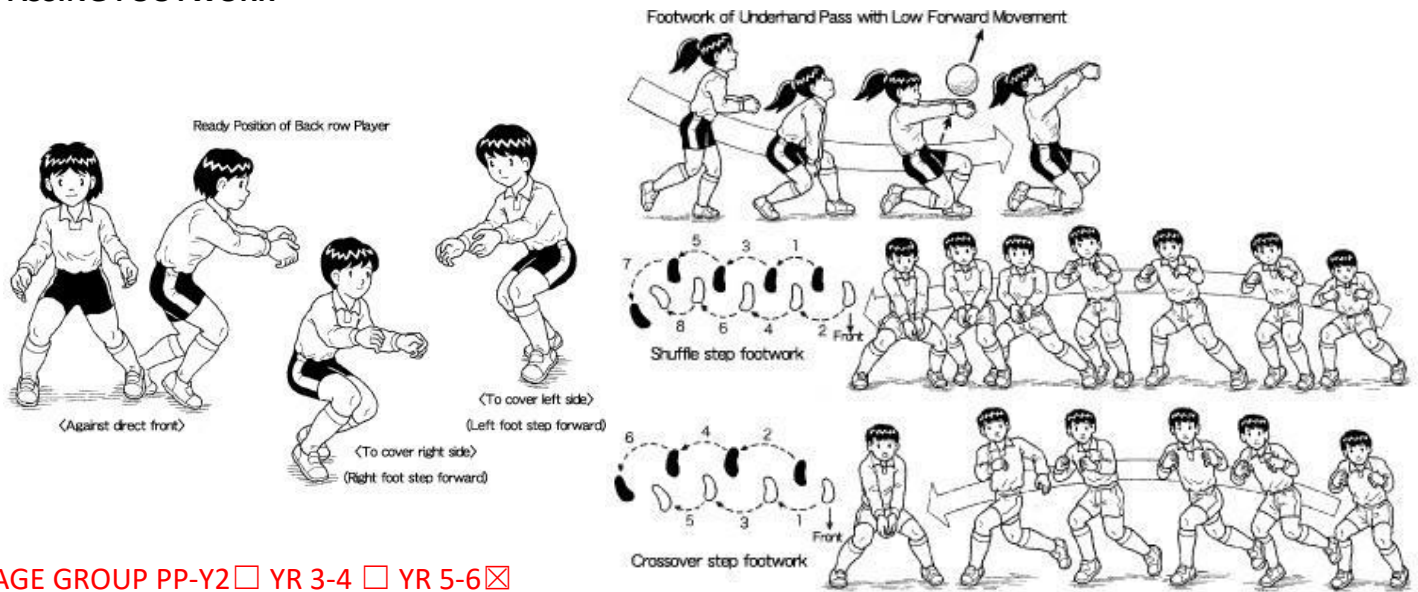
2. Running Pass game²

- Make the children line up on both sides of the net.
- Get them to use a pass to return the ball to their partners on the other side of the net.
- The children should aim to hit the ball 10 or 20 times without dropping it on the floor.
- Set up two lines of children on each side of the net and have a contest to see how many continuous passes they can make.



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PASSING FOOTWORK²



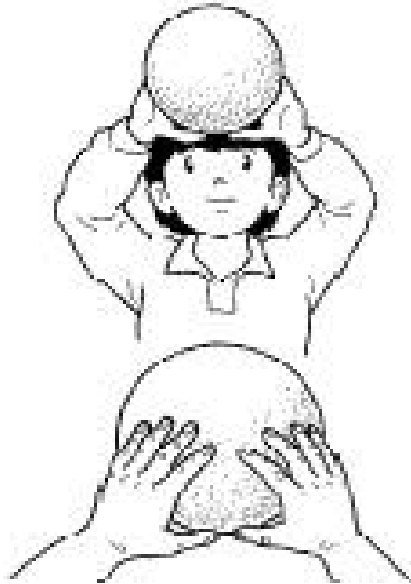
AGE GROUP PP-Y2 YR 3-4 YR 5-6

QUESTIONS TO ASK STUDENTS

- How can you make sure the ball does not hit the ground?
- Which direction should your arms be facing when doing a pass?
- What is the ready position?
- Which part of your arm do you use to pass the ball?
- How your legs move when doing a pass?

SETTING

The purpose of the set is to establish the attack option by enabling an attack hit to occur on the next contact.



Key Points:

1. **Ready Position** - Be balanced and ready to move, then move to a position that would allow the ball to land on the forehead if it were not to be set
2. **Ball Shaped Hands** - Position your hands above your head in the shape of the ball with your elbows in line with your ears. Look at the ball through the opening between your hands.
3. **Spread fingers** - Accept the ball onto spread fingers with your elbows bent. Use your legs and arms to push up and extend through the ball with your hands and wrists remaining firm.
4. **Follow through** to your target. Propel the ball by pushing up from the knees and hips, rather than by simply by bending and extending their arms. Keep the hips forwards and chest lifted.

SETTING DRILLS

1. Catch-set³- Introduction to receiving the ball above the head with hands in the right position to set the ball

- Players throw a ball in the air and move under it and catch it in the “diamond” position.
- Repeat for 2 minutes.

See “Getting used to the ball” #9 on page 12 for additional challenges where setting can be used instead of catching)

AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Throw-Set³- To develop the ability to move under an approaching ball and set it

- Player throws the ball overhead and moves under it and does a low set to themselves and catches the ball in the set position.
- Encourage players to set higher each time. Repeat for 2 minutes
- Change it- Players can do two sets to themselves before catching, then three, then as much as they can.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. High Set³- To improve the power in the arms and legs in order to set the ball high

- Player does a small throw overhead and sets the ball as high as possible, lets it bounce and then sets as high as possible again.
- Encourage the players to use lots of leg and arm extension to drive the ball up and “fly like superman:

AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Wall Set³- To practice setting control with a simple task

- Player stands couple of steps back from the wall and sets ball to the wall about 1 metre above head level.
- Player tries to keep the action continuous
- Encourage players to have hands up early, fingers spread to the shape of the ball and have a light touch through the wrists

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5. Set-Catch³- To move under the ball and receive it with the correct hands in the correct position in a pair

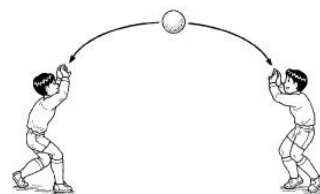
- Three steps apart, Player A sets the ball to Player B who moves in and under the ball and catches it in the set position.
- From this position, Player B then sets the ball back to Player A, who moves in and under the ball and catches it in the set position.
- Players gradually reduce the time that the ball is held in the set position so eventually the ball is ‘in and out’.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. Continuous Sets in Pairs³- To improve the general setting control by keeping the ball high

- Pairs of players several metres apart compete to see who can set the most passes back and forth without an error
- Players should count how many consecutive sets they make without



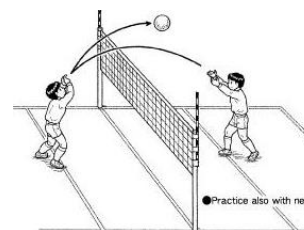


error

AGE GROUP PP-Y2 YR 3-4 YR 5-6

7. Continuous pair setting over the net²

- Pairs of players several metres apart one on each side of the net. Start at one end of the net.
- Players set back and forth whilst taking a sideways step after each set to move towards the other end of the net
- Players should count how many consecutive sets they make without error



AGE GROUP PP-Y2 YR 3-4 YR 5-6

8. Triangle Sets³- To receive an incoming ball and then redirect it to another target by turning and facing it before setting.

- Three players are in a triangle several steps apart
- Player A lobs the ball to Player B who sets it to Player C, who catches it in the set position
- Player C lobs the ball back to Player A, who sets it to Player B, who catches it in the set position and the cycle is repeated.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

9. Net Set³- To receive a ball from the back of the court and redirect it along the net for a potential spike

- Three players in a triangle. Player A is close to the end line with Player B in the middle near the net and C by the line near the net.
- Player A lobs the ball into player B who sets the ball parallel to the net for player C to catch in a set position.
- Player C then returns the ball to Player A and the cycle is repeated
- Repeat until the Player B does 10 accurate sets to Player C.
- Switch positions and repeat sequence

AGE GROUP PP-Y2 YR 3-4 YR 5-6

10. Set Relay³- To have a fun game by moving under the ball and setting it back to another player

- Players in two lines of about 3 or 4 players
- First player sets the ball across the space to the first player on the other line who sets it back. Repeat for all the players.
- Try to do as many good sets as possible without error
- Start lines close- about 3-4 steps apart, and encourage high sets to give players time to get under the ball

AGE GROUP PP-Y2 YR 3-4 YR 5-6

11. Continuous Set to Self³- To do overhead sets and develop control by continuously moving under the ball.

- Each player tries to do as many sets to themselves as possible
- If there is not enough balls for each player, one player can count as the other passes or sets

AGE GROUP PP-Y2 YR 3-4 YR 5-6

12. 3's Set and Pass³- To improve control by playing the ball to another player with a change of angles. This practice emphasizes setting, with an occasional forearm pass as necessary.

- Three players in a triangle do as many sets and forearm passes as they can without making an error
- Players count the number of continuous sets/passes they complete, always trying to do better than the previous score

AGE GROUP PP-Y2 YR 3-4 YR 5-6

13. Partner Set/Pass 2³- To encourage movement and control by setting and forearm passing with another player. Setting is the emphasis in this practice, with an occasional forearm pass, as necessary.

- Partners start several steps apart, and sets to themselves, then to their partner. This can be extended to players mixing sets and forearm passes, as they see fit.
- Players keep count of the maximum number of times the ball is played to their partner, always trying to improve their best score.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

SETTING GAMES

1. Human Centipede⁹

- Put end markers/cones about 20m apart.
- Divide students in even lines (no more than 4 per line) one behind each other at one end.
- Kids must keep their hands on the shoulders of the person in front of them to create a centipede.
- Give one ball to the student at the front of the line.
- At the whistle, the lines start walking to the end marker with the student at the head of the centipede setting to themselves
- When the ball falls the second person becomes the head and the first goes to the back of the centipede.
- The first centipede to reach the 20m line wins.

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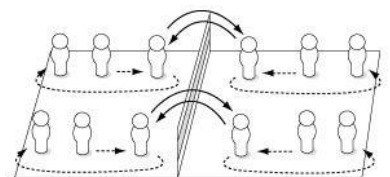
2. Circle Set Game³- To improve calling for the ball, co-operation and setting control amongst players.

- Five to seven players in a circle set the ball high to each other as many times as possible
- Count the number of consecutive sets before the ball hits the ground
- The receiving player should call 'mine' each time and count the score aloud
- The same player may not set the ball twice in a row
- Circle with the highest score after several minutes is the winner
- Change it- Use a beach ball or players must do a set to themselves first, then to someone else

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Running Setting game²

- Make the children line up on both sides of the net.
- Get them to use a set to return the ball to their partners on the other side of the net.
- The children should aim to set the ball 10 or 20 times without dropping it on the floor.
- Set up two lines of children on each side of the net and have a contest to see how many continuous sets they can make.



AGE GROUP PP-Y2 YR 3-4 YR 5-6



4. Continuous Triangle Sets³- To improve passing control in a 3-player 'rally' situation

- Three players in a triangle several steps apart see how many sets they can do in a row before the ball hits the ground.
- The ball can go in any direction.
- The group with the highest score after two minutes wins
- Try to improve score each time
- Must face target before setting to them

AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. Triangle Pass-Set Game³- To develop a concept of a forearm pass, then a set, each with a change of angle.

- Player A lobs the ball to Player B who forearm passes it to Player C who sets it back to player A to catch. Each successful cycle counts as one point.
- Continue but change the sequence regularly so each player does the throw, the forearm pass and the set.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. Battle ball⁵-The aim of this game is for each team to set the ball to their team mates or over the net so they are left with less volley balls than the other team after a two minute period.

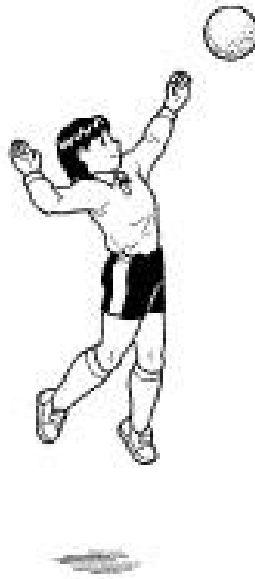
- Create teams of six – eight, with two teams on a court with a net or equivalent.
- One team starts with two volleyballs and the other team three volleyballs. On the signal 'battle' players with a ball, toss the ball up and set it over the net.
- Players can catch and set or set the ball to a team member or back to the other side.
- The set must be made from the spot that it was caught or retrieved.
- The ball is allowed to bounce. Teams continue to do this until the whistle blows.
- Allow two minutes of play before blowing the whistle.
- Count how many volley balls are left on each side and add the scores after each battle. Rotate the teams.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

QUESTIONS TO ASK STUDENTS

- How is the set different to catching the ball?
- How should your elbows move when performing the set?
- How would you explain the set to a friend who has not learnt the skill yet?
- How many times could you set the ball in a row?
- Was it easier or harder to set the ball after it had bounced? Why?
- What did you have to do to be able to set the ball after it had bounced?
- What do you do with your fingers when setting the ball?
- Where should you focus your eyes when performing the set?

SPIKING



The purpose of the spike is to win the rally by either grounding the ball in the opposition's court or causing the opposition to be unable to return the ball.

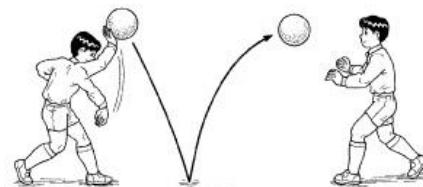
Key Points:

1. **Batman** – Arms start from a position behind the back as if they represent batman's cape.
2. **Superman** – Arms are swung forward to generate momentum to leave the floor and finish in a position resembling superman in flight, with height also generated through the legs.
3. **Robin Hood (or Usain Bolt)** – Pull the hitting arm back to the ears like pulling back an arrow and opening up through the shoulders.
4. **Smash** – Contact the ball with a high hand during fast arm swing, hitting the ball down. Follow through to your target.

SPIKING DRILLS

1. Pairs Bounce Ball²

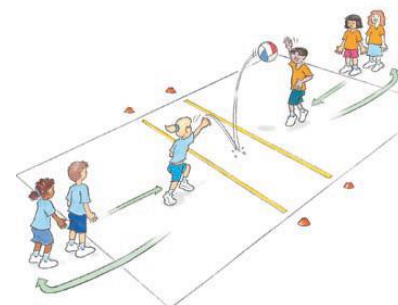
- Make the children hold the ball in the palm of their hand, with all five fingers aligned.
- Get them to bounce the ball off the floor in the direction of their partners' feet, trying to make it go as high as possible.
- Have them release the ball at the highest point above their head by swinging their forearm using a wrist-snap motion.
- Ensure that they keep the throwing elbow close to their head and the other elbow tucked in close to their body.
- See to it that right-handed children place their left foot forwards and vice-versa.
- Rotate children after ten throws.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Continuous Tennis¹

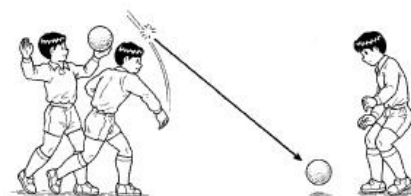
- In groups of 4, players spike a ball into the no-go zone and run to the back of the line, making way for the next player to receive the ball and spike it.
- Player 1 spikes the ball into the no-go zone. Player 2 spikes the moving volleyball back into the no-go zone.
- Play cooperatively for the first 10 minutes then rotate groups.
- Play competitively for the remaining 10 minutes.
- Points are scored when the receiving team is unable to return the ball.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Spiking to partner's foot²- The objective of this exercise is to get the children to toss the ball low with their non-hitting hand.

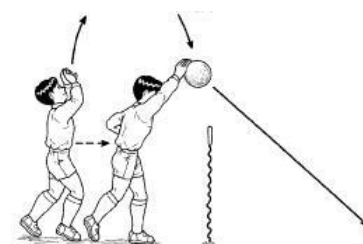
- Ensure that they don't toss the ball too high and gradually increase the distance between them.
- When hitting, the children should have the opposite foot from the hitting arm in front.
- Check that they hit the ball close to their partners' foot and that it is tossed from shoulder height of the dominant hand.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Standing spike near the net²- Adjust the net to the height of the children's elbows and get them to stand 1 meter away from it.

- Have them toss the ball up, swing their forearm and hit the ball over the net at a sharp angle to the floor.
- If the children's elbow is not extended, they might touch the net or the ball might not go over it.
- Ensure that they hit the ball as high up as possible, with their elbow fully extended.
- Pair up the children and make them hit while their partners shag.
- Get them to switch roles after ten hits. Stop them from tossing the ball too high.



AGE GROUP PP-Y2 YR 3-4 YR 5-6



5. Wall Spike³- An introduction to the idea of swinging at the ball using an open hand and hitting it forward and down.

- Player stands about 5 steps from the wall and holds the ball in their non-hitting hand at head level.
- Player hits the ball off the support hand with an open hand, aiming the ball forward and down so it hits the wall, or floor close to the wall and rebounds back
- Repeat for 1-2 minutes

AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. Step and Spike³- To improve judgement, swing and control using a basic spike action.

- Player throws the ball up and forward and takes a step, then jumps and hits the ball over the net. Repeat for 1-2 minutes.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

7. Pairs Spike³- To improve judgement, swing and contact by having the ball approach from straight ahead.

- Two players stand about four steps apart
- First player with the ball underarm lobs it high to their partner, who moves under the ball and does a standing spike back for their partner to catch.

Change it

- The spiker can jump and hit; the spike receiver can forearm pass or set the ball to themselves, rather than catching it.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

8. Net Spike³- To develop power in the swing, as well as the idea of topspin to have the ball dip down over the net.

- Partners stand 4-5 steps back from net on opposite sides and facing each other
- First player with the ball throws the ball up to themselves, then spikes it over the net to their partner
- Partner catches the ball, then does a throw to self and spikes back over the net

AGE GROUP PP-Y2 YR 3-4 YR 5-6

9. Line Spike- To improve speed of approach and judgement of a ball set from the front of the court along the net.

- One line of players along the left line of the court and one setter in the middle close to the net
- Players at front of lines have a ball and throw it to the setter, who catches it and then does a toss/set for the skipper to walk forward and spike ball over the net
- The spiker crosses under the net, retrieves the ball and gives it to the next player needing a ball. Repeat for several minutes.
- Change it- Have the spiker do a run approach

AGE GROUP PP-Y2 YR 3-4 YR 5-6

10. 3's Spike³- To receive a ball from over the net, pass it in and then attack it.

- One player on one side of the court and a setter and receiver on the other side.
- A player lobs a ball over the net to a receiver, who passes the ball to a setter at the net.
- The setter sets the ball for the receiver to spike back over the net
- Rotate after two minutes

AGE GROUP PP-Y2 YR 3-4 YR 5-6

SPIKE APPROACH² (For more advanced kids)

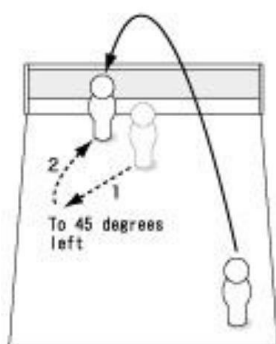
AGE GROUP PP-Y2 YR 3-4 YR 5-6

Learning the approach and take-off for spiking

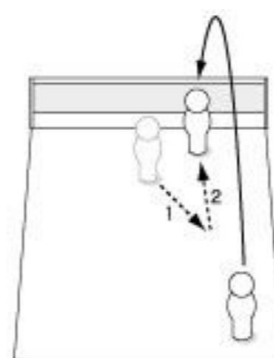
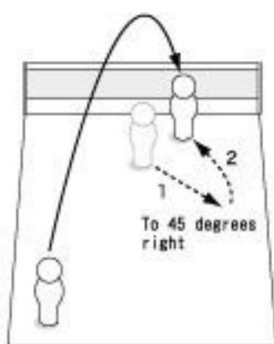
Once you have taught the children how to swing their arm and make contact with the ball, the next step is for them to learn the sequence from approach to take-off, and from jump to spike.

1. Explain to the children that the spikers should pull back about 3 meters from the net so that the setters can set the ball between themselves and the net. The spikers should pull back to a 45-degree angle to the left if the ball is set from their right side. Conversely, they should pull back to a 45-degree angle to the right if the ball is set from their left side.
2. Get the children to start their approach by adjusting the height of the set. For beginners, it is preferable to start with a three-step approach, taking off with the foot opposite their dominant hand. Right-handed children should use the left-right-left stepping scheme, while left-handed children should use the right-left-right stepping scheme. If the children make a habit of taking off with the other foot, that is fine, too. Also, the number of steps and starting position may differ from child to child. As a general rule, children should use the foot opposite their dominant hand to take off.
3. Make the children stay low as they begin their approach. At the lowest point, right before take-off, their hips and knees should be, respectively, at a 0-degree and 90-degree angle. Try to get them to reach those angles gradually.
4. The approach can be slow when the children are still learning but the speed should be progressively increased insofar as possible. The last two or three steps are important to generate the momentum to push off the floor and produce a strong jump.
5. The children should swing their elbow forwards and upwards, propel themselves using their hips and knees, and finally, push their ankles powerfully off the floor for a strong jump.
6. They should absorb the shock of landing by bending their ankles, knees and hips, and touch down in a balanced position.

Correct and incorrect spiking motions



<Correct>

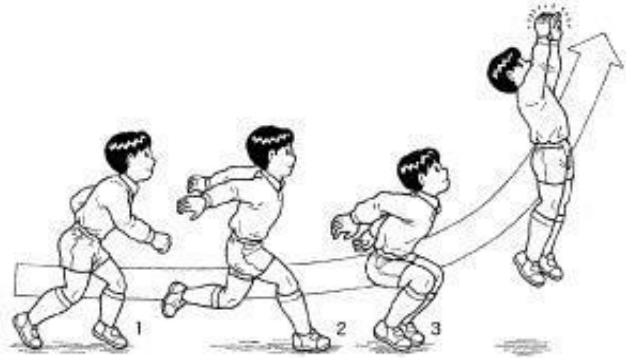


<Incorrect>

1. Three-step jumping

The aim of this exercise is to make the children learn the timing of arm and foot coordination.

- To do so, get them to start down low, bending forwards.
- If they are right-handed, they should take a small step with the left foot on 1, step and hop with the right foot on 2, and bring their left foot in and jump with both feet on 3.
- If they are right-handed, they should touch down on their right ankle on 2, relax their arms and pull them back.
- The children should take advantage of the reflex to swing arms forwards and up above the head. Make them swing their dominant hand up quickly, then land.
- A good idea is to get them to hit the left hand softly with the right hand at the highest point.

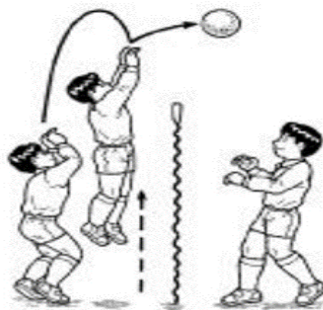


2. Jumping and catching with two Players



- Get the children to stand near the net and toss the ball 2-3 meters above it.
- Make their partners approach from the attack line, and jump to catch the ball at the highest point.
- Ensure that the children who jump do so with full force and straight up.
- They should catch the ball in front of the shoulder of their dominant hand, with their arms fully extended.
- Stop them from tossing the ball too high.

3. Getting the ball over the net using an overhand pass or single-hand pass with two players facing each other



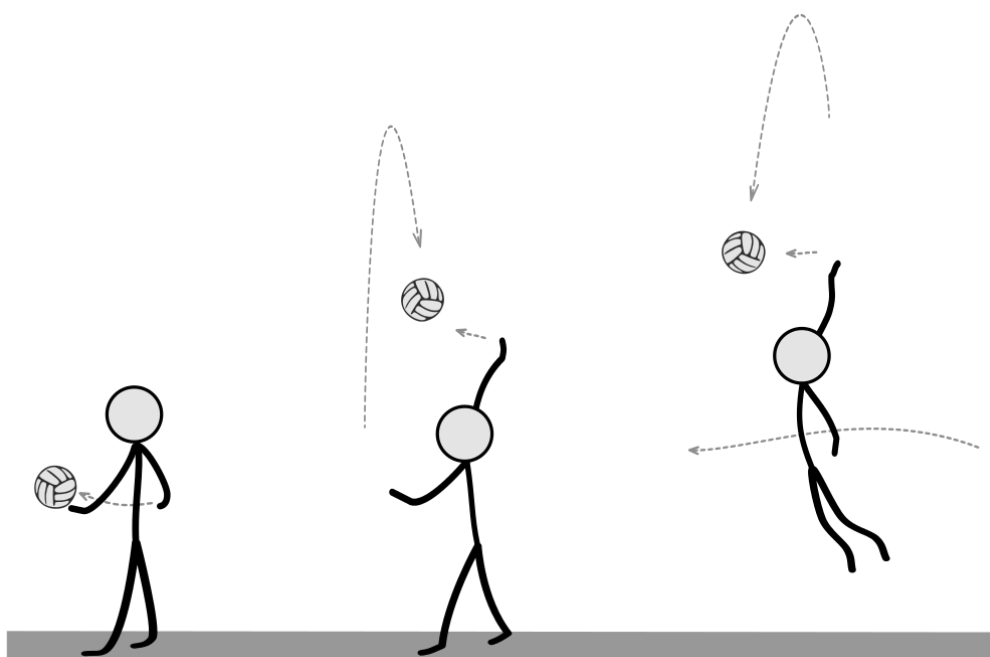
- Get the children to toss the ball in front of their partners' face.
- Make sure they move quickly towards the ball and send it over the net from in front of their body, having timed their jump correctly.
- Have a contest to see who makes the most passes out of ten tries.

4. Getting a tossed ball over the net with an overhand or single-hand pass



- Toss a ball between the hitters and the net. Ensure that the children don't set the ball too close to the net.
- Make them shag the ball after one bounce.
- Stop the ball from coming back under the net and hand it over to the setters as soon as it is shagged.
- Get the children to switch roles after ten tries.

SERVING



The purpose of the serve is to get the ball over the net to start the rally, the rally can be won by either grounding the ball in the opposition's court or causing the opposition to be unable to return the ball.

The main types of serves used in Volleyball are the underhand and overhand serves.

Underhand **AGE GROUP** PP-Y2 YR 3-4 YR 5-6

1. **Ready position** – Stand facing the net with your non-dominant foot forward. Hold the ball out in front of you in your non-hitting hand at waist level.
2. **Contact** - Lean forward as you swing your hitting arm forward; drop your other hand just before contact (or toss the ball slightly). Hit underneath the ball with the fist or heel of the hand.
3. **Follow through** with your hitting hand. Take one or two steps forwards after hitting the ball.

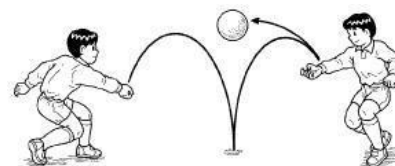
Overhand **AGE GROUP** PP-Y2 YR 3-4 YR 5-6

1. **Ready position** – Always keep the ball in front of you. Feet should be staggered, with feet and body facing desired direction. Draw your serving arm back keeping your elbow high.
2. **Toss** the ball up in front of your serving arm, lead with your elbow.
3. Make **contact** with the ball with a straight arm using the palm of your hand. Make sure you keep your fingers spread.
4. **Follow through** the ball with a firm wrist and hand.

SERVING DRILLS

1. Single-hand bounce ball passing

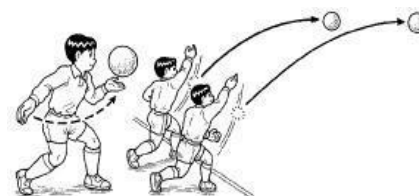
- Get the children to hit the ball with their wrist.
- Make them pass the ball ten times in a row.
- Assign the roles of thrower and passer at the beginning. Once children are comfortable with passing the ball to their partners, try to make them pass it with one bounce in the middle.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Underhand serving in pairs

- The objective here is to get the children to toss the ball up slightly with their left hand and hit the bottom of the ball.
- Make sure they face the ball and swing their arm from low to high, watching the contact point carefully.
- Suggest a contest to see how far the children can serve. See to it that they have enough space around them.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Partner Serve- Serving to a Target over a short distance

- Partner face each other on opposite sides of the net, 5 steps back
- First player serves to partner, who catches the ball, then serves it back

Change it

- Instead of catching the served ball, the receiver digs or sets to themselves when receiving.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. End Serve- To serve to a target using the full length of the court

- Partners standing near baseline on opposite sides of the court
- Do continuous serves to each other, with option to dig or set the ball to themselves when receiving.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

SERVING GAMES

1. Target Serve- A game to combine running and a serve skill, by aiming at a fixed target (cone).

- Groups of 3 to 5 players in three lines about 5 steps back from the net.
- Front player in each line serves the ball over the net at the cone then runs to retrieve the ball and return to the back of the line
- Second player serves when first player crosses under the net

AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Shower Ball- A fun competitive activity to encourage movement and serving the ball in from a short distance

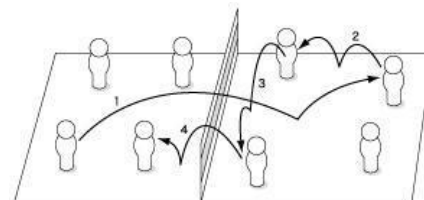
- Two teams of about 6 players each start on their court with about 3 volleyballs per team
- On the start signal, players serve the ball over the net from behind the half-way markers.
- The receivers try to catch the incoming serve before it lands.
- A non-competing scorer on each side counts how many times the ball lands in-court.

- Play for 2 minutes. Team with the least serves landing in the court wins

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Underhand bounce passing game

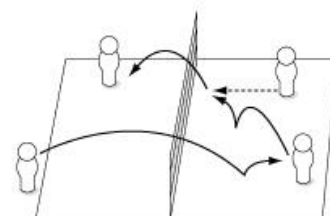
- Set up two teams comprising four to six children each.
- One side serves the ball, while the other passes it to three different team members using a single-bounce pass, before returning it to the other side.
- It is advisable to assign a role to each team member.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Serving from inside the court

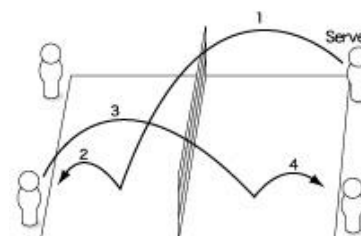
- Get the children to serve various ways from each side of the court.
- When making contact with the ball, ensure that they move forwards the foot opposite their hitting arm.
- If the ball gets over the net, ask the children to take a step back and serve from a little further away.
- Encourage them to shag the ball and return it quickly. Make sure they shag balls for their partners who are still serving after ten serves.
- Have a contest to see how many serves successfully cross the net.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. Serving over the net from behind the end line

- Set up two teams comprising two to four children.
- Have a contest to see how many serves each team can get over the net. Assign roles to the children (shaggers, servers, etc.).
- Allow children who can't get the ball over the net to serve from inside the court and count as good balls that touch the net.
- Identify a target to aim at, such as a chair.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. Bounce passing and underhand serving in pairs game

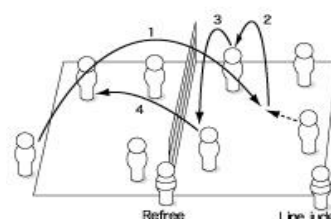
- Three team members pass the ball to each other using one bounce, and then return it to the other side of the net.
- Ensure that the children serve the ball in the court and that they don't step on the back line when serving.
- Count as good balls that touch the net.
- Assign one child as the referee and encourage all the children to accept the final score.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

7. Four-player single-hand/underhand passing game

- Assign two children as line judges.
- Make sure they respect the referee's calls. Start without rotating the children.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

QUESTIONS TO ASK STUDENTS

- Where on your hand or arm do you contact the ball when you serve?
- What do you need to do with your non striking hand when you serve?
- Why do you think you need to use the inside of your wrist to hit the ball? What do you need to do with your feet when performing the serve?
- How do you serve the ball in the direction you want it to go?
- What important things do we need to remember when performing the underarm serve?
- Why do you think it is important to be able to serve in different directions?
- How do you think this will help you in a game?

SERVE RECEPTION

AGE GROUP PP-Y2 YR 3-4 YR 5-6

Volleyball rallies begin with a serve. For this reason, it is extremely important to master the technique of receiving the serve, called reception.

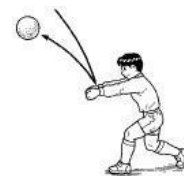
Points on reception

1. The children should crouch down in the ready position with their knees slightly bent. They should follow the trajectory of the approaching ball and get under it so that they can make contact at waist level.
2. See to it that the children move quickly and have proper timing when making contact with the ball. They should count 1 when they pass and start moving. On count 2, they should position themselves under the ball and wait until it gets close to their body. The ball should be passed back when they count 3.

SERVE RECEPTION DRILLS

1. Long underhand passing

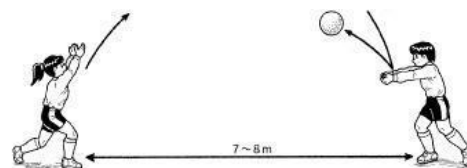
- This drill begins with a first exercise in which the children stand facing each other 7-8 meters apart. Make them move quickly to get under the ball. Ensure that they throw it gently.
- Ask them to wait until the ball drops close to the floor, then to pass it back.
- See to it that they send the ball back using the upward thrust of their body and hips.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. Receiving an underhand serve

- The aim here is to get the children to serve and their partners to receive.
- Make sure that the receivers move quickly to get to the ball and send it back to the servers.
- The children should make contact with the ball in front of their body.

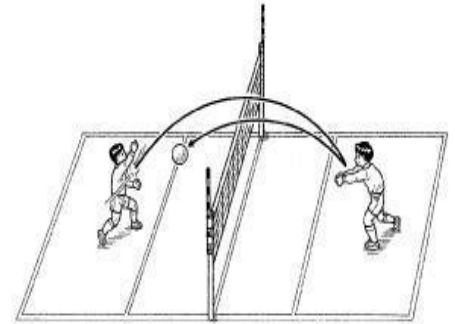


- Once the children have mastered the reception of balls approaching straight on, work on them receiving balls served to right or left.
- Have a contest to see how many balls out of ten hit the target.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Receiving a ball served over the net

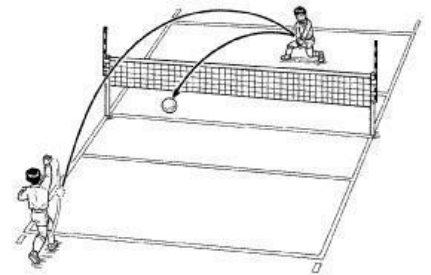
- To start off with, you can allow the children to serve from inside of the court.
- Once they are comfortable serving at that distance, ask them to gradually take a step back and increase the distance.
- The children should aim the ball directly at their partners at first, and then try aiming to the sides.
- Stop them from pushing out their chin, elbows, or hips. Ensure they move quickly to get under the approaching ball.
- Have a contest to see how many balls they can successfully return out of ten tries.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Receiving a ball served from behind the end line

- What is important here is to ensure the children play only those balls falling inside the court.
- When the ball falls outside the court, get the children to say “out of bounds” in a loud and clear voice.
- Ensure they move quickly to get under the approaching ball.
- Have a server vs. receiver contest for the number of successful receptions.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

BLOCKING

The purpose of the block is to:

- Defend against the attack of the opposition by intercepting and repelling a spike;
- Win the rally by rebounding the ball into the oppositions court, either grounding the ball or causing the opposition to be unable to return the ball.

Key Points:

- 1. Ready position** - Hands high in front of you with your palms facing forwards, fingers spread and firm, and thumbs up. Have your weight on your balls of feet in a squat position. Watch your opponent and the ball and adjust your position to line up on your opponent's hitting arm.
- 2. Timing** - Taking your timing from the opponents jump, squat down and jump up to begin your block. As you jump, extend your arms and push your palms over the net. Keep your thumbs up and your elbows locked.
- 3. Finish** – End your block with your elbows locked as your opponent spikes the ball.

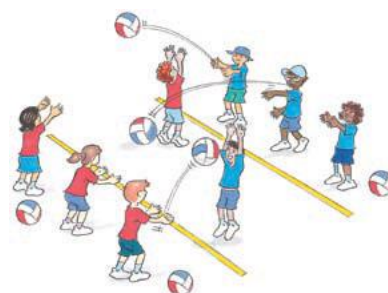
BLOCKING DRILLS

- 1. Pairs Block³**- To learn the starting position and do a basic jump and arm action block
 - Partners stand facing each other on opposite sides of the net. One player calls "Go", and they both jump up and touch hands over the net.
 - Encourage players to keep their hands up and clear of the net when they jump and to jump as high as possible without jumping forward. No net touches

AGE GROUP PP-Y2 YR 3-4 YR 5-6

- 2. Throw, Throw, Throw¹**- Helps players read the game and teaches how to block the ball.

- One interceptor from each team stands in the no-go zone.
- Players can choose to serve, lob or pass the ball across the no-go zone towards the other team. Interceptors in the no-go zone try to block opponents' balls using their hands.
- Make it harder by increasing the width of the no-go zone and have players serve or spike the ball. Rotate interceptors regularly.
- Blockers should stay close to the opposition's line.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

- 3. Throw Block³**- To judge an approaching ball and jump and block it with good timing and action, clear of the net.

- In pairs, one player is several steps off the net and lobs the ball underarm over the net to their partner- the blocker
- Blocker starts close to the net with their hands up and spread and jumps as the ball approaches.
- Blocker blocks the ball down toward the floor with both hands.
- Encourage players to avoid net touches

AGE GROUP PP-Y2 YR 3-4 YR 5-6



4. Spike Block³- to develop good timing and positioning for a ball spiked in a controlled situation.

- One player with the ball does a small throw and soft-spikes the ball into the hands of the blocker.
Repeat 10 times then change

AGE GROUP PP-Y2 YR 3-4 YR 5-6

BLOCKING GAME

1. Block Relay

- Make the children line up on both sides of the net on the end line.
- Get them to run to the net and high five the player on the other side with both hands above the net without touching it.
- Set up two lines of children on each side of the net and have a contest to see how many proper blocks they can do.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

FUN GAMES USING MANY SKILLS

Modify the games as needed to suit the venue, the available equipment, the ages and the skills of the participants.

1. Jail break⁸

This is an easy game to get all levels involved. Lower the net to make it easier.

- Players form two lines on one side of the court facing the net
- Two persons (coaches or teachers) at the middle of the net with balls.
- Coaches toss the ball to player at the front of the line who must try to pass, set or spike the ball over the net.
- If the ball goes over the net and touches the floor of the jail area they are free to join the line again, if it doesn't get over the net and touch the floor they have to go to jail.
- Players can get out of jail if they catch a ball before it touches the ground.

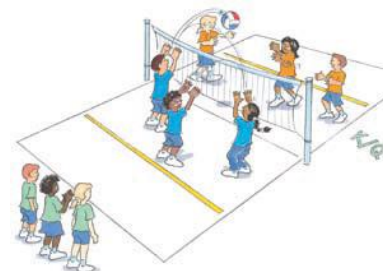


AGE GROUP PP-Y2 YR 3-4 YR 5-6

2. King/Queen of the Court¹

Make teams of no more than 4 participants. There are 2 teams on the court, designate one end as the 'kings' end and designate a line behind the court at both ends for the waiting teams to stand behind while a rally is in progress.

- The 'kings' serve the ball to start the rally (coach can also throw in the ball to start). At the completion of the rally the winners stay on the court, while the losers move to the back of the waiting group for their next chance to come on court.
- If the 'kings' lose the rally then the team that beat them moves to other side of the net, becoming the 'kings' and serves the ball to the team that has entered the court from the front of the waiting area.



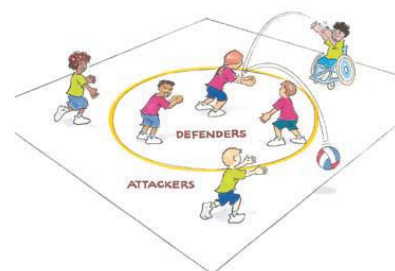
Change it

- Allow teams to serve the ball for the next rally as soon as possible, forcing teams to get on court quickly
- Use different types of balls or balloons depending on the ability of the players
- Allow players to catch the ball before setting or passing

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Zone Ball¹- To practice setting, digging and spiking

- Players are divided into two teams – an attacking team and a defending team. Play in teams of 3 or more
- The defending team prevents balls from landing in their zone by digging, setting or spiking them away.
- Attackers serve the ball either underarm or overarm.
- Switch team roles after a designated period
- Easier: Defenders may catch the ball before digging, setting or spiking it out of their zone.
- Harder: Increase the number of balls.



AGE GROUP PP-Y2 YR 3-4 YR 5-6

4. Circle Passing

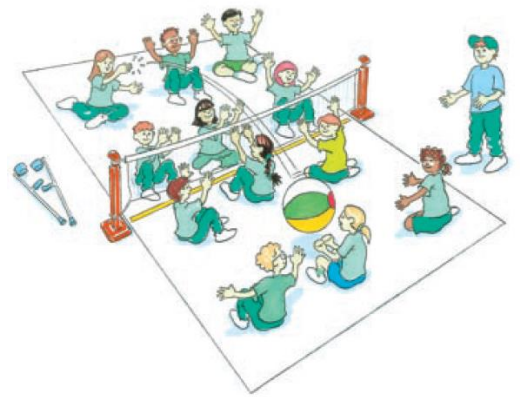
- Create circles of no more than 6 players. One ball per circle.
- Players can pass or set the ball to another player in the circle.
- If a player misses the ball once, he or she has to stand on one foot like a stork.
- If that player misses the ball again, he or she has to kneel down.
- On the next miss that player is out of the game.
- Keep going until one winner remains.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. Sitting Volleyball¹

This is a good game to get all abilities involved.

- 1 volleyball per court. A volleyball court with a net height of 1m, a rope or ribbons can also be used
- Divide participants into 2 teams of 2 to 6 players. Players must be seated on their buttocks.
- Teams try and hit the ball over the net, in no more than three touches, so it touches the ground on their opponent's side.
- Rallies continue until the ball touches the ground, the ball goes out, or their opponents fail to return it.
- A point is scored if the ball lands in the opponents' court of they cannot return the ball.



Change it

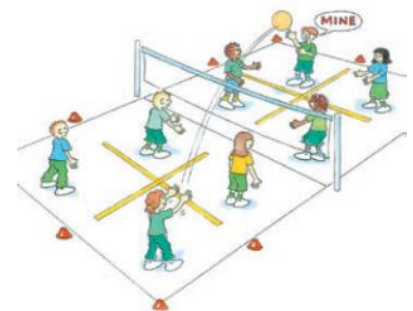
- An increased maximum number of hit can be introduced for beginners
- Alter the net height for different abilities
- Try using different types of balls e.g. Balloons, lightweight balls, beach balls

AGE GROUP PP-Y2 YR 3-4 YR 5-6

6. Newcombe Ball¹

This game introduces the players to mini-volleyball rules.

- Form teams of four, with a net between them and 1 ball per court.
- The serving team sends the ball over the net and the opposing team has to catch the ball and keep it off the ground.
- Players may catch the ball off the serve or the first pass over the net.
- Players then play 3 passes (e.g. dig, set, spike) to return the ball over the net.
- Continue until a rally is won.
- The team winning the rally serves.



Change it

- Allow players to let the ball bounce before catching it.
- The serve can be from the baseline instead of the back half of the court.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



7. Mini Volleyball⁴

Divide participants into teams of no more than four

- Players serve the ball over the net from behind the baseline. The opposing team may take up to 3 hits to return the ball. Rallies continue where both teams try to return the ball to the other side.
- A rally is won when:
 - The ball is not returned over the net within 3 hits
 - The receiving team lets the ball hit the ground
 - A player makes contact with the net, or
 - The returned ball lands outside the court boundaries
- If the receiving team wins the rally, they win the right to serve. Players rotate clockwise after winning the right to serve. A player is allowed a maximum of 3 serves in a row.
- Scoring
 - A point is scored by the team that wins the rally. The first team to score 25 points wins the set. A team must win with a minimum margin of 2 points

Change it

- Scoring
 - Score a bonus point each time a team uses its maximum 3 hits before returning the ball.
 - For beginners or to create a less intimidating atmosphere do not keep score.
 - Instead of playing until a set is completed play for a defined period of time.
 - The winning team is the one with the most points scored when time runs out.
- Playing Area
 - Lower the net height or use a no-go zone until players develop the skills of serving and spiking
 - Use ribbons or rope to create the net or use a badminton court and nets
 - Allow the server to serve from inside the court (closer to the net) to improve their chances of success.
 - Allow the ball to bounce once before first contact
 - Change the maximum number of hits allowed before returning the ball over the net.
- Equipment
 - Use different types of balls or balloons depending on the ability of the players.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

8. 4 Player Pass-Set Challenge³- A game simulation activity to improve receiving the ball with an accurate pass to the net, and then an attack over the net.

- Player A on one side of the court with the other three players on the other side.
- Player A lobs the ball over the net to Player B who forearm pass/sets it Player C near the net, who sets it along the net for Player D to spike back to Player A.
- Teams compete to see who can return the ball back to the thrower the most times, but only counting those done with the correct sequence.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

9. 2 + 2 Sequence³- To improve passing control in a game-like situation over a small area.

- Four Players, with Player A throwing the ball to the net player who catches it and faces along the net to do a set for player A to approach and set the ball back over the net. The receiver passes it to the setter and so on.
- The rallying continues for several minutes, then players change positions
- This activity encourages player movement in response to the ball coming over the net.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



10. Triangle Play³- To improve the aspects of passing and the attack by allowing for a 'control set'.

- Two players on one side of the net and one player on the other side.
- Player A on one side of the net performs an underarm serve to player B on the other side of the net. Player B performs a forearm pass or set to player C near the net who catches the ball.
- Player C does a set for player B to set or spike back over the net to Player A
- Continue for several minutes then rotate.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

11. 2 + 2 Rally³- Players try to continually receive, set and attack the ball in a smaller area.

- Two players on each side of the net. One player near the net and the other player further away from the net.
- A back player throws or serves the ball over the net to the back player. The back player does a forearm pass or set to their net player, who catches the ball and sets the ball for the back player to pass over the net.
- Players try to keep the rally going.
- Rotate positions every couple of minutes

AGE GROUP PP-Y2 YR 3-4 YR 5-6

12. 4 v 4 Rally³- Improves understanding and use of 3 contacts by allowing catches and throw-sets. Movement is also encouraged.

- Two teams of four with one player at the net and the other three deeper.
- A back player does a throw or underarm serve over to any receiver on the other side of the net.
- The receiver does a throw or catch & throw-set to the net player. The net-player does a catch and throw-set to another player to pass over the net. Players try to keep the rally going as long as possible.
- Rotate players around every so often.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

13. Team Passing³- Three contacts are encouraged by allowing the second contact to be caught, then set. This practice is very close to a real game and avoids the 'table tennis' temptation.

- Two teams of four with one player at the net and the other three deeper.
- A back player performs an underarm serve over the net to any receiver who performs a forearm pass or set to the net player to do a catch-throw pass along the net for the 4th player to play over.
- Continue the rally as long as possible, even if a fourth contact is necessary.
- Rotate the positions after a few minutes.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

14. Top Gun³- A fun competitive activity encouraging movement and general use of all skills.

- Players pair up as a team, with pairs on either side of the court.
- The coach starts by doing an easy serve over the net to the team on the top end of the court who rally with the other team. Each team should try to have at least two contacts before they play the ball back over.
- The winning team moves to/stays at the top end. The losers come off the court and a new pair are ready to move on.
- Each time a team wins a rally they score a point.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



15. 3 v 3 Throw-Set Rally³- A practice to develop three contacts by allowing a single action ‘catch & throw-set’ to the attacker. It also encourages plenty of movement.

- Three players on each side of the court. One player starts a rally with an underarm serve.
- A receiver performs a forearm pass/set to the second player, who performs a catch & throw-set action in one movement to control the rally.
- Keep the rally going as long as possible, and score if prefer.
- Note: trying to spike the third pass over the net discourages rallies, so a forearm pass or set is better.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

WRAP UP/COOL DOWN ACTIVITIES

1. Here, There, Nowhere¹

- On your call, players run towards you (here), away from you (there), or do an activity on the spot (nowhere).

AGE GROUP PP-Y2 YR 3-4 YR 5-6



2. Fun on the Spot¹

- A quick energiser with the emphasis on short bursts of fun.
- You call 3 or 4 running on the spot variations.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

3. Back to back pass¹

- In pairs, players are back to back and pass a ball to one another.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



4. Perfect catch⁵

- Students work in a circle in groups of four to eight.
- One student stands in the middle of the circle, lobs the ball into the air and calls the name of another student.
- The named student runs into the middle of the circle and catches

AGE GROUP PP-Y2 YR 3-4 YR 5-6

5. High 5's, Low 5's¹

- Players perform the nominated low 5s or high 5s with 4 other players.

AGE GROUP PP-Y2 YR 3-4 YR 5-6



6. Freeze Frame⁴

- Ask players to mime a particular volleyball action
- Players perform the action until you call 'FREEZE!'
- You then look at the statues and provide feedback on their technique.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

7. Animals

- While jogging ask players to do animal movements when coach claps hands
- Coach to choose the animal movement

AGE GROUP PP-Y2 YR 3-4 YR 5-6

8. Copycat⁵

- Students find a partner and move to a free space.
- Ask the students to decide who will lead and who will follow. On a whistle, the leader moves around the area performing different movements for the other student to follow. The student following should stay as close to the leader as possible performing identical movements.



- On the next whistle students switch roles with their partner.
- Some examples of movements that students could perform include running, leaping, dodging, hopping, jumping, side galloping and skipping.

AGE GROUP PP-Y2 YR 3-4 YR 5-6

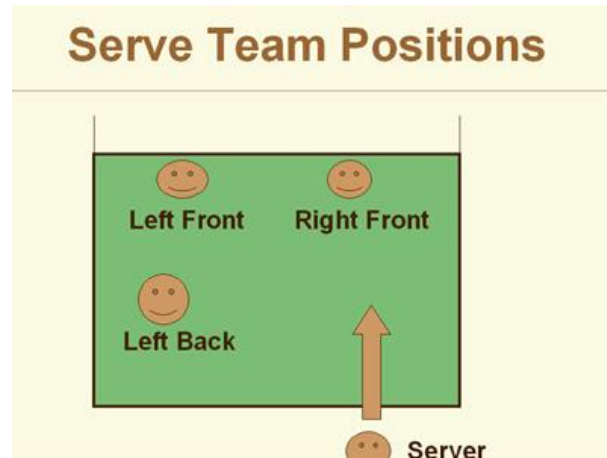
9. Team trio⁵

- Mark out a square area in a grid formation so that multiple games can be played. Students form teams of three and two teams stand in a square to play against each other.
- Each game needs one ball. The object of the game is to throw the ball between team members and keep it from the opposition.
- Students pass the ball between the team only holding it for moments before it gets passed.
- The opposing team attempts to intercept the ball to gain possession.
- When a whistle is blown every few minutes the student holding the ball is awarded one point for their team and gives it to the other team.

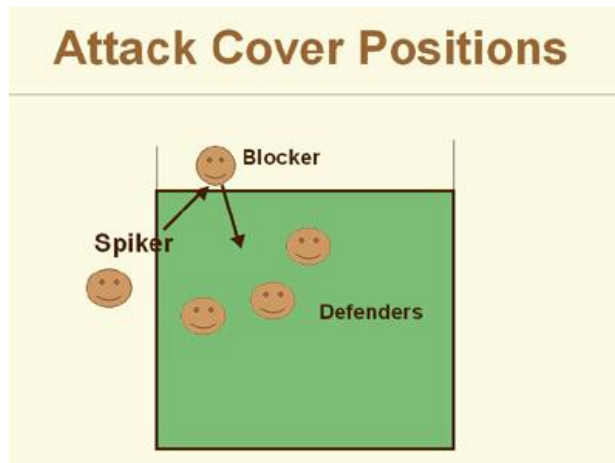
AGE GROUP PP-Y2 YR 3-4 YR 5-6

TEAM POSITIONS FOR SPIKEZONE COMPETITIONS³

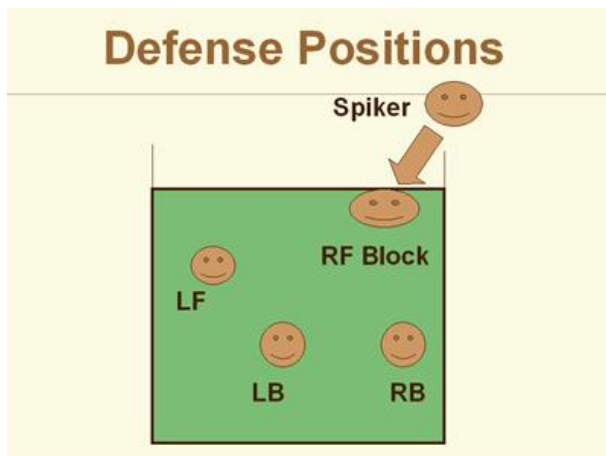
AGE GROUP PP-Y2 YR 3-4 YR 5-6



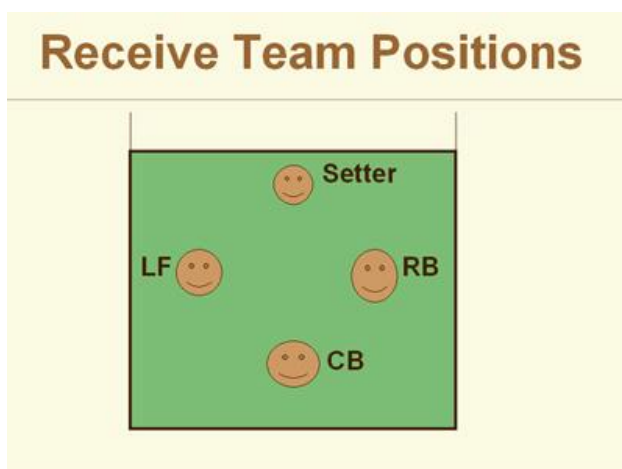
- The Team about to serve starts in this formation. They are ready to defend and attack once they have served the ball to their opponents.
- Two blockers start close to the net, evenly spaced, with either one of them ready to move to block a possible spike.
- One back-court defender starts in the left back area ready for a free ball or an attack
- The server runs into the right-back area after serving, ready to defend.



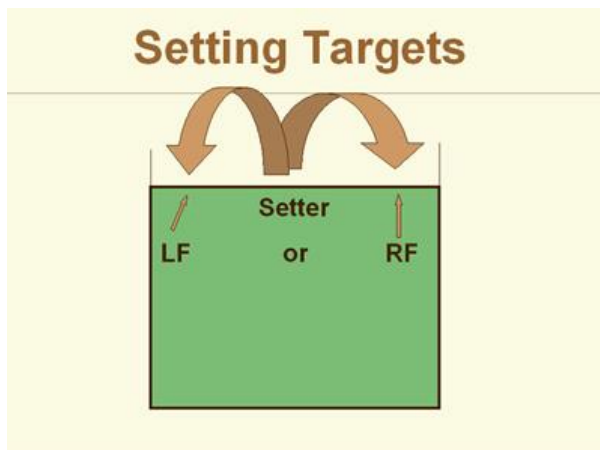
- In the attack phase of the game, players are ready to receive the ball if the attack is blocked by an opponent
- Assuming the left-front player is the attacker, the other players move toward the point of attack, so they are in an arc several metres back.
- The left-back player is to the left, the right-back player is in the middle, and the right front player (setter), would be on the right.
- The 'Cover' players should be in a low position with knees bent.



- A Defense position is used when the opponents are preparing to attack.
- A blocker defends against a spike, and the other players receive the ball if it passes the blocker.
- The near blocker moves in line with where a spike might cross the net, based on the attacker's approach angle.
- The other players move to a $\frac{3}{4}$ court position, facing the blocker.
- The left and right defensive players should be able to see the attacker, while the centre player will not, as the blocker impedes their vision.
- Defense players start deep, and in a 'lowish' position because it is easier to run forward to play the ball.



- The team about to receive the serve starts in this position, Also the serving team moves to this position when they see the opponents can't set up a spike attack. 3 receivers spread in the Diamond shape ready to play the ball.
- The right-front player starts near the net as a target for the receivers to pass the ball to.
- The left and right side receivers start about a metre in from the sideline, and the back receiver starts two to three metres in from the baseline. This provides maximum court coverage.
- The left-front player is likely to be the spiker if a good pass and set occur.



- The role of the setter is to make a strong target for the receivers and then commit to moving under the pass and playing the ball up high so third player can have a chance of a powerful spike close to the net.
- The ball should be set high so an attacker has plenty of time to judge the flight, and then approach, jump and spike the ball.
- The ball should be set one to two metres back from the net so the attacker does not hit the net when playing the ball.
- If the right-front player is the setter, the attacker is the left-front player (or vice-versa).



OFFICIAL SPIKEZONE MINI VOLLEYBALL GAME RULES – BEACH/GRASS

Rules can be adjusted to benefit the program.

Spikezone is an excellent opportunity for juniors to further advance their volleyball skills and knowledge whilst still in a Primary School Setting.

- A full size Spikezone court is used for a 4-a-side Spikezone Competitions. The standard net height is two metres.
- Matches will be played in a 40 minute timeslot.
- One time out of 30 seconds may be called each set by each team. Coaches may also instruct their players during the game.
- There is a maximum of 4 players on the court at any time and a minimum of 3. A maximum of 10 players are allowed to a team. With rotating substitutions occurring after a team wins the serve.

Service

- Service may be overarm or underarm and players must serve from behind the baseline. When serving underarm the ball must be tossed and leave the hand. After 3 successful serves a team will rotate but will retain the serve. **Teams earn the right to serve by winning the rally.**

Match Play

- Players may not touch the net.
- The ball must be hit cleanly and may not be thrown, caught or scooped. The ball may legally contact any part of the body. **Kicking the ball is illegal.**
- Players may **not** make two consecutive hits of the ball.
- Teams have three contacts to get the ball over the net. A block does not count as a contact.

Scoring System

- The team that wins the rally wins the point. The matches will be played the best of 5 sets. The first four sets to 25 points, the fifth set to 15 points. Each set with a minimum lead of 2 points.
- If a set is incomplete at the end of the time, it is awarded to the team that has at least 16 points and are 2 or more points clear (16-14 or better).
- The winning team will be determined by number of sets won. If the number of sets won is equal it will then be determined by a total number of points count back.
- All points won will count in a time limit match.

Forfeits

- A team will lose the first set of the game 25-0 if unable to field 4 players at the scheduled start time. The team will then lose the second set 25-0 if unable to field 4 players 5 minutes after the scheduled start time. The team will then lose the third set 25-0 if unable to field 4 players 20 minutes after the scheduled start time. The final score will be recorded as 3-0 (75-0).



SPIKEZONE MINI VOLLEYBALL GAME RULES – INDOOR

Rules can be adjusted to benefit the program.

- An official Spikezone court is a badminton court (13m x 6.5 m) however it can be played on a normal sized volleyball court.
- The standard net height is two metres.
- For a Spikezone Court, a team normally consists of four players on the court but teams may play with three and for a normal sized volleyball court a team normally consists of six players. If there are more players then the coach may choose to rotate a substitute on each time the team win a serve and rotates.
- One time out of 30 seconds may be called each set. Coaches may also instruct their players during the game.
- **Scoring System** – The team that wins the rally wins the point. The matches will be played the best of 5 sets. The first four sets to 25 points, the fifth set to 15 points. Each set with a minimum lead of 2 points.
- If a set is incomplete at the end of the time, it is awarded to the team that has at least 16 points and are 2 or more points clear (16-14 or better).
- The winning team will be determined by number of sets won. If the number of sets won is equal it will then be determined by a total number of points count back.
- Service must be underarm in Year 4/5 divisions, players are allowed to move in front of the baseline to serve if they are not strong enough to get the ball over the net from behind the baseline. When underarm serving in year 4/5 divisions the ball maybe hit off the hand (no toss), year 6/7 divisions may not hit the ball off their hand. After 3 successful serves a team will rotate but will retain the serve. **Teams earn the right to serve by winning the rally.**
- Players may not touch the net.
- The ball must be hit cleanly and may not be thrown, caught or scooped. The ball may legally contact any part of the body. **Kicking the ball is illegal.**
- Players may not make two consecutive hits of the ball.
- Teams have three contacts to get the ball over the net. A Block does not count as a contact.
- All points won will count in a time limit match.
- No attacking shots above the height of the net are to be played on the return of serve.



SPIKEZONE MINI VOLLEYBALL 6-A-SIDE GAME RULES – INDOOR BEACH

Rules can be adjusted to benefit the program.

6-a-side Spikezone is an excellent opportunity for juniors to further advance their volleyball skills and knowledge whilst still in a Primary School Setting.

- A full size indoor beach court is used for a 6-a-side Spikezone Competitions.
- The standard net height is the fixed net height at the centre.
- Matches will be played in a 40 minute timeslot.
- One time out of 30 seconds may be called each set by each team. Coaches may also instruct their players during the game.
- There is a maximum of 6 players on the court at any time and a minimum of 4. A maximum of 10 players are allowed to a team. With rotating substitutions occurring after a team wins the serve.

Service

- Service may be overarm or underarm and players must serve from within 1.5m from the back right corner of the court. When serving underarm the ball must be tossed and leave the hand. After 3 successful serves a team will rotate but will retain the serve. **Teams earn the right to serve by winning the rally.**

Match Play

- Players may not touch the net.
- The ball must be hit cleanly and may not be thrown, caught or scooped. The ball may legally contact any part of the body. **Kicking the ball is illegal.**
- Players may **not** make two consecutive hits of the ball.
- Teams have three contacts to get the ball over the net. A block does not count as a contact.
- All nets are used in general play (except when serving or contacting the top net when ball is returned over the centre net to opposition).

Scoring System

- The team that wins the rally wins the point. The matches will be played the best of 5 sets. The first four sets to 25 points, the fifth set to 15 points. Each set with a minimum lead of 2 points.
- If a set is incomplete at the end of the time, it is awarded to the team that has at least 16 points and are 2 or more points clear (16-14 or better).
- The winning team will be determined by number of sets won. If the number of sets won is equal it will then be determined by a total number of points count back.
- All points won will count in a time limit match.

Forfeits

- A team will lose the first set of the game 25-0 if unable to field 4 players at the scheduled start time. The team will then lose the second set 25-0 if unable to field 4 players 5 minutes after the scheduled start time. The team will then lose the third set 25-0 if unable to field 4 players 20 minutes after the scheduled start time. The final score will be recorded as 3-0 (75-0).

BEHAVIOUR MANAGEMENT¹

Good behaviour management and strategies to deal with misbehaviour are essential to carrying out a coaching session. Strategies aimed at conducting effective and safe sessions go a long way to preventing misbehaviour.

Common causes of misbehaviour

Inappropriate behaviour and/or a lack of interest and attention may be caused by:

- > insufficient equipment for group size
- > limited supervision and lack of interest shown by the coach
- > activities which are slow to start, due to too much talking by the coach
- > activities that run for too long
- > children waiting in long lines for their turn
- > activities that are boring and not challenging enough
- > unclear rules and expectations.

In other words, sometimes the coach's program, organisation or style can contribute to disruptive behaviour.

Strategies to prevent misbehaviour


- > Create a team atmosphere: be positive and encouraging and give feedback.
- > Ensure children have a clear understanding of rules, routines and appropriate behaviour. Manage inappropriate behaviour as soon as it occurs.

- > Understand pre-existing rules and routines, and what strategies and approaches work well with a particular group or individual.
- > Learn about any children with physical, behavioural, emotional or social problems.
- > Look for good behaviour and reward through praise and privileges.
- > Provide fun and variety, and high levels of activity.
- > Challenge more experienced children and make discrete allowances for those less skilled.
- > Use inclusive coaching practices, that is, adapt and modify coaching practices to ensure all children have the opportunity to participate.
- > Remember to use the CHANGE IT principle.
- > Plan activities that follow on from each other, thus reducing waiting time.



How to manage misbehaviour

The following table provides a suggested routine for dealing with misbehaviour. Ensure you are consistent and patient in following the suggestions as some misbehaviour may need time to correct.

<p>Misbehaviour presents</p> 	<p>Quietly correct</p> <p>Depending on the severity of the misbehaviour, it may be appropriate to address the behaviour in front of the group, to demonstrate the standards expected.</p>	<ul style="list-style-type: none"> > Do so without delay. > Non-verbal cues may be appropriate. > Join in and partner with the misbehaving child without comment. > Divert the child's attention. > Ask a skill-related question, such as: 'How is that serve coming along?' > Remind the child discretely of group rules and appropriate behaviour. > Address the behaviour of the child, not their character.
<p>Misbehaviour still an issue</p>	<p>The coach's next step...</p>	<ul style="list-style-type: none"> > Relate the problem back to team rules. > Explain how their behaviour is impacting others. > Ask the child: 'What are you doing?' and: 'Is this against the rules?'. Follow on with: 'What should you be doing?'
<p>Misbehaviour continues</p>	<p>Explain the consequences</p>	<ul style="list-style-type: none"> > Be polite, calm, brief and specific. > Do not use punishment, blame, shame, sarcasm or cause pain. > Do not ignore the child. > Forgive and forget. > Remove the child from the activity; use a time-out away from other children but close enough to supervise. > Provide an opportunity for the child to rejoin the group, if they agree to abide by the rules.
<p>Referral</p>		<p>> If the problem is not rectified, refer the matter to an appropriate person.</p>

DOMINEERING BEHAVIOUR¹

All groups will include children of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the coach and affect the involvement of others.

Identifying behaviours

Children may:

- > Assume team leader roles and direct other children
- > Dominate discussions and questions by the coach
- > Continually influence the pace and direction of activities
- > Intentionally or unintentionally ignore those less skilled in the group
- > Dominate the games or activities

- > Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.



What you can do

Simple changes to activities may help to address domineering behaviour in group activities. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Use smaller groups and evenly space out more experienced children between teams.
- > Allow more experienced children to demonstrate a skill.

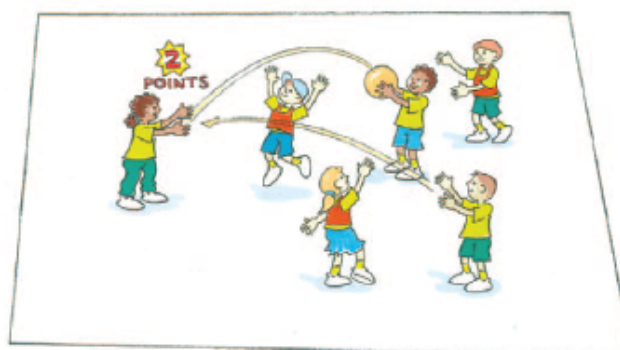


- > Score in a way that allows children to individually challenge themselves to achieve success.



- > When questioning children about changing an element of an activity, use responses such as: 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.

- > Delegate extra roles to more experienced children as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.



OVER COMPETITIVENESS¹

A desire to win at all costs may promote negative behaviours and discourage the cooperation and participation of others.

Identifying behaviours

Children may:

- > Not cooperate during group activities
- > Break rules to win the game
- > Criticise other children and their abilities
- > Disrespectfully celebrate a win

What you can do

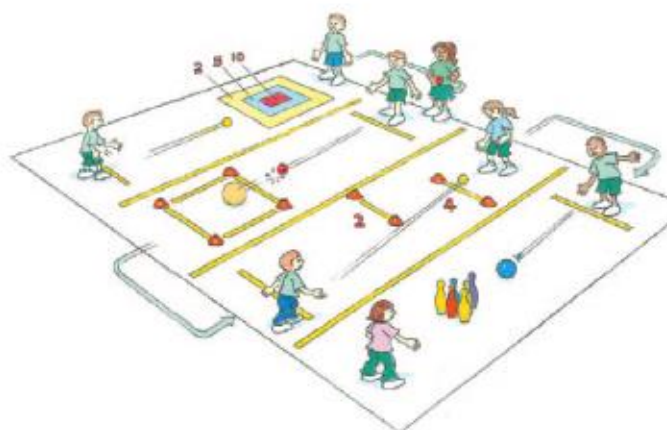
Simple changes to activities may help to address over competitive behaviours. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Highlight examples of cooperative play and good sportsmanship. Issue bonus points to reward desirable behaviour.

- > Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.



- > Use activities in which personal bests can be achieved.
- > Use small group activities, or circuits, to narrow children's attention to their own performance.



- > Encourage team building routines, such as handshakes and three cheers at the end of the game.
- > Select a 'spotter' who rewards sportsmanship.



NON PARTICIPATION¹

Children may not participate in activities for a number of reasons. As these reasons may not be obvious, understanding and patience are essential, to ensure all children feel they have an opportunity to get involved.

Identifying behaviours

Children may:

- > Refuse to participate in activities
- > Not agree to play certain roles as part of games
- > Make no effort or attempt to engage with other children

- > Ask one of their friends, or a more experienced child from the group, to encourage their participation in the activities.
- > Think of new and varied roles that can be played: for example, scorer or umpire.

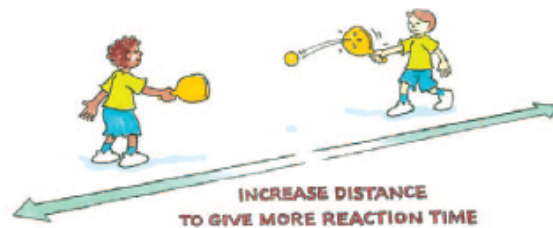
What you can do

Once illness or injury or cultural considerations have been ruled out, simple changes to activities may help to encourage participation. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- > Partner with the child to encourage their involvement in the activities.



- > Look for signs of interest during the activities, to invite participation.
- > Use changes that increase or decrease complexity of the activity to provide more opportunities for success.



- > Ensure the fun element is emphasised.
- > Create ownership by asking the child for a suggestion on how to improve or change the activity.
- > Provide encouragement once the child is involved.





SOURCES

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http://www.fivb.org/EN/Development/document/FIVB_mini_volleyball_handbook.pdf
3. Volleyball Australia. Spikezone DVD
4. Volleyball Australia. Sporting Schools Program Guide
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8. Contributed by Gareth Bowen, VWA Level 3 Coach
9. Contributed by Fulvia Bertolini, VWA Level 2 Coach
10. Government of Western Australia. Health and Physical Education Curriculum – Pre-Primary to Year 10. 2017
https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0007/364552/Health-and-Physical-Education-Curriculum-Pre-primary-to-Year-10.PDF

OTHER COACHING RESOURCES

Think Again Skills Booklet

VWA Lesson Coaching Plan

<https://www.volleyballwa.com.au/wp-content/uploads/2013/09/8-Lesson-Program-for-Beginning-Coaches-v2.pdf>



APPENDICES

Session Plan Template		
Date:	Attendance:	Equipment needed:
Venue:		
Duration:		
Introduction (aims for session, reminders, etc.):		
Warm-up activities:	Drills and games:	Cool-down activities:
Coaching tips/questions/challenges:	Class management/energisers:	
Review/evaluation (key points from session, what worked and what did not, modifications for next session, etc.):		



Incident Report Form

Date & time of incident:		Location of incident:	
Name of person completing report:		Signature of person completing report:	
Witnesses: (include contact details)			

Person(s) involved in incident:	
Detail of incident:	
Were there any contributing factors?	
Action taken:	
Suggestions for future improvements:	
Completed by:	
Signed:	

Approved by:	
Date logged:	
Additional action taken:	



Department of
Local Government, Sport
and Cultural Industries

