Development Coach

NCCP Workshop

Coach Workbook

VOLLEYBALL CANADA – Development Coach Workbook

National Coaching Certification Program

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WORKSHOP OUTLINE

WORKSHOP OUTLINE (CONTINUED)

Practice Plan and Workshop Layout

The table below represents the layout of a high-quality practice plan AND the topics and flow of the Development Coach workshop.

Planning	Objectives Assessments, Coaching Methodology, LTAD
Welcome	Introductions, setting the tone, objectives
Warm-up	Fun, active, general and/or specific warm-ups, include skills, include competitions, integrate speed work (5min)
Main Part	Teach new skills and systems early Progress through stage appropriate drills/games/activities using sound coaching methodology Modify drills to maintain optimal state of learning Use the 5-Step NCCP Teaching Process Modify volume and intensity based on the phase of season Integrate Strength, Stamina, Psychological and Life Skills into practice as appropriate
Cool Down	Use recovery principles and tools. Work on suppleness
Reflection	Evaluate practice and assess players. Consider next practice.
Competition	Use key coaching skills to support the competitive experience. Assess development toward objectives.

Ice Breaker Activity – Move around and mingle with other coaches. Introduce yourselves and pick each other's brain on **one** of the situations listed. *Important: you and the other coach can't select the same situation!* Try to meet as many different colleagues and get as many tips as possible during the allotted time.

Coach's first name	To…	An approach that I've tried and really works well is to …
	Get players to be on time for practices …	
	Inject fun into serious training activities …	
	Make sure I never forget something important…	
	Make sure new players are well integrated into the team…	
	Promote and develop good sportsmanship…	
	Celebrate a huge win with the players …	
	Encourage work ethics in players…	
	Develop a good team spirit…	

Coach's first name	To…	An approach that I've tried and really works well is to …
	Keep my assistant(s) motivated…	
	Encourage my athletes to do some conditioning on their own between practices …	
	To relax myself and focus before an important game …	
	Encourage my athletes to have sound nutritional habits …	
	Make players more independent and self-directed…	
	Cheer up a player who seems to be having a bad day…	
	Prevent cliques from developing in my team…	
	Keep my cool under pressure or when I know I can get frustrated…	

Sequence of building a plan…

Volleyball Canada has provided the Athlete Development Framework and Matrix as a guideline and unifying agent for clubs and coaches. A sample season plan has also been provided and should be modified as needed by a technical leader. It is the role of the coach to apply the season plan by developing practice plans and drill plans to meet the needs of the athletes.

Athlete Development Framework

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Athlete Development Matrix

⬇

Seasonal Plan

⬇

Practice Plan

⬇

Drill Plan

ATHLETE DEVELOPMENT FRAMEWORK

TECHNICAL/TACTICAL	PHYSICAL	PSYCHOLOGICAL	LIFE SKILLS
BASIC AND INTERMEDIATE SKILLS	PHYSICAL LITERACY	SELF-AWARENESS	INJURY PREVENTION & RECOVERY
FOR INDOOR, BEACH OR SITTING	STRUCTURAL TOLLERANCE	MOTIVATION	SLEEP
>> SEE SKILL LISTS	PHYSICAL MEASUREMENTS	TASK ENGAGEMENT	NUTRITION/HYDRATION
SYSTEMS FOR EACH STAGE	STRENGTH	MINDFULNESS	DISORDERED EATING EDUCATION
>> SEE SYSTEMS LISTS	SPEED	SELF-REFLECTION	SOCIAL MEDIA USE
	SUPPLENESS	PLANNING AND GOAL SETTING	SCHOOLING PLAN
	STAMINA	LISTENING AND ASKING QUESTIONS	ALCOHOL AND CANNABIS
		CRITICAL THINKING	SOCIO-CULTURAL EDUCATION
		LEARNER VS PERFORMER MODE	ETHICAL CHOICES
		FOCUS	TIME MANAGEMENT
		CUE-READING & DECISION-MAKING	BUDGETING
		MANAGING ENERGY	TRAVEL STRATEGIES
		RESILIENCE	POSITIVE PERSONAL RELATIONSHIPS
		LEADERSHIP SKILLS	COMMITMENT
		COMMUNICATION	SITTING SPECIFIC ITEMS
		CONNECTING WITH TEAMMATES	>>RESOURCES OR SUPPORT NETWORKS
		SUPPORT AND FEEDBACK	>>MAINTENANCE OF PROTHLETICS/EQUIPMENT
		CONFIDENCE/COURAGE	>>MANAGING A LACK OF ACCESSIBILITY
			>>PAIN OR CONDITION MANAGEMENT

ATHLETE DEVELOPMENT MATRIX

	TECHNICAL/TACTICAL	PHYSICAL	PSYCHOLOGICAL	LIFE SKILLS
TRAIN TO TRAIN	Acquire/Consolidate BASIC skills (indoor and beach)	Integrate 4 S's (Strength, Speed, Suppleness, Stamina) into daily practices (first two years) and outside practice (second two years).	Some or all of the Psychological competencies may be addressed at the T2T stage. The coach may use his/her discretion on which of the competencies can/should be applied. The list below provides some recommendations.	Some or all of the Life Skills competencies may be addressed at the T2T stage. The coach may use his/her discretion on which of the competencies can/should be applied. The list below provides some recommendations.
	Acquire/Consolidate BASIC and/or INTERMEDIATE Systems	Emphasize the development of strength (after PHV). Use free weights, circuit training, learn Olympic lifts.	Self-awareness	Injury Prevention and Recovery
	Initiate swing blocking movements (advanced)	Emphasize Suppleness (flexibility)	Motivation	Nutrition/Hydration
	60% practice to 40% competition-specific training and actual competition	Develop speed (lateral, multi-directional, position specific, arm speed)	Task engagement	Disordered eating education
		Emphasize the building of an aerobic base (after PHV)	Mindfulness	Sleep
				Social media use

TRAIN TO TRAIN (First two years)																	Males: 13/14 Females: 12/13	

26-34 week season (including school and club) 3-4 practices/week @ 90-120 min 1.5 match/week @ 1 hr or 1 tournament per month 2-3 physical training integrated into practice sessions 60% training to 40% competition-specific training and actual competition	SKILLS LEGEND 1 Acquisition 2 Early Consolidation 3 Late Consolidation
	PHYSICAL LEGEND 1 Develop 2 Maintain

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Date (starting Monday)	02-Jan	09-Jan	16-Jan	23-Jan	30-Jan	06-Feb	13-Feb	20-Feb	27-Feb	06-Mar	13-Mar	20-Mar	27-Mar	03-Apr	10-Apr	17-Apr
Competition or Event				Tournament				Tournament			Tournament			Tournament		14U Provincials
Practices/week																
SKILLS																
Serve/Pass	1	1	1	1	1	1	1	1	2	2	2	2	2	2	3	3
Set/Attack	1	1	1	1	1	1	1	1	2	2	2	2	2	2	3	3
Block/Defend				1	1	1	1	1	1	1	1	1	2	2	2	2
Offensive Systems	1			1		1		1		1		1		1		
Defensive Systems	1				1		1		1		1		1		1	
Transition	1		1		1		1		1		1		1		1	
PHYSICAL																
Strength	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2
Speed	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Suppleness	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Stamina	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2
PSYCHOLOGICAL																
Self-awareness				x		x		x		x						
Motivation												x		x		x	x
Task engagement																
LIFE SKILLS																
Injury Prevention and Recovery	x	x	x	x												x
Sleep												x	x	x	x	
Nutrition/Hydration					x	x		x		x						

TRAIN TO TRAIN (Second two years)

Males: 15/16
Females: 14/15

26-34 week season (including school and club)
3-5 practices/week @ 90-120 min
1.5 match/week @ 1 hr or 1 tournament per month
2-3 physical training sessions @ 30-45 min outside of practice
60% training to 40% competition-specific training and actual competition

SKILLS LEGEND
1 Acquisition
2 Early Consolidation
3 Late Consolidation
4 Refinement

PHYSICAL LEGEND
1 Develop
2 Maintain

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Date (starting Monday)	02-Jan	09-Jan	16-Jan	23-Jan	30-Jan	06-Feb	13-Feb	20-Feb	27-Feb	06-Mar	13-Mar	20-Mar	27-Mar	03-Apr	10-Apr	17-Apr	24-Apr	01-May	08-May	15-May
Competition or Event				Tournament				Tournament				Tournament				16U Provincials				16U Nationals
Practices/week																				
SKILLS																				
Serve/Pass	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4		4	4
Set/Attack	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	4	4	4	4	4
Block/Defend				2		2		2		2	2				3	3	3	3		
Offensive Systems	1		1		1			2		2		2		2	2	3	3	3	3	3
Defensive Systems	1			1		1		2		2		2		2	3	3	3	3	3	3
Transition	2		2		2		2		2		2		2		2		3	3	3	3
PHYSICAL																				
Strength	1	1	1		1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2
Speed	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Suppleness	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Stamina																				
PSYCHOLOGICAL																				
Mindfulness	x	x	x													x				x
Self-reflection				x	x	x										x				x
Goal Setting						x	x	x												
LIFE SKILLS																				
Disordered eating								x	x	x	x								x	x
School planning													x	x	x	x				x
Social media			x	x	x															x
Add others																				

Practice Plan

Goal:			Physical:	
Season/Phase:		Week:	Psychological:	
Training Load: ↑, ↓, →		❑ EAP	Life Skills:	
Time	**Objective**	**Stage/Method**	**Teaching Points**	**Drill**

Drill Plan

GOAL:	
TIME OF ACTIVITY:	
EQUIPMENT:	
SAFETY:	

Skill(s)/ Variation(s)	Key Cues	Key Decisions

DRILL NAME
Objective/Success Criteria:
Drill Description:
Teaching Points:
Variation:
Adjustments: Harder: Easier:

SEASON PLANNING

As a starting point, Volleyball Canada has offered a Train to Train Athlete Development Matrix (CW 13), and the table below as a guideline on how much time should be spent in the four major pillars of athlete development: Technical/Tactical, Physical, Psychological and Life Skills. For the Train to Train athlete the focus is primarily on Skills and Systems (Technical/Tactical).

The table below represents a guideline on what areas should be emphasized during the early, mid and late phases of the season. Percentages are only an estimate and may be modified.

PHASE OF SEASON & EMPHASIS	Skills Emphasis	Systems/Tactics Emphasis	Physical Conditioning Emphasis	Mental & Life Skills Emphasis
Early Season Major Focus: A high number of ball contacts	60%	20%	15%	5%
Mid Season Major Focus: Intensity as well as work to rest ratios must be gradually raised to meet competition requirements	50%	25%	15%	10%
Late Season Major Focus: The number of ball contacts exceeds competition requirements for a particular skill. Intensity and rest time is increased.	40%	35%	10%	15%

Applying LTAD to a Practice Plan Activity

In small groups, review your assigned sections of the Athlete Development Framework and apply them to a Practice Plan (objectives and time). Groups will be asked to present a summary of your findings (for 2-3 min).

Answer these questions when you present to the group:

1. **Which elements should I apply?**
2. **When will I apply them within the practice?**
3. **How will I apply them?**

4 groups of 2-3 people

Group A – Technical/Tactical (p. 21-22) – presents first
Group B – Physical (p. 23-26) – presents second
Group C – Psychological (p. 27-30) – presents third
Group D – Life Skills (p. 30-32) – presents fourth

Worksheet 1a: Practice Plan Outline

Goal:			Physical:	
Season/Phase:		Week:	Psychological:	
Training Load: ↑, ↓, →		☐ EAP	Life Skills:	
Time	Objective	Stage/Method	Teaching Points	Drill

TECHNICAL / TACTICAL

SKILLS
Improving skills is the primary training GOAL for most LTAD stages and constitutes the majority of time spent within a Train to Train volleyball practice. Within the core part of the practice, the Train to Train stage should apply around 75% of the time toward skill development and 25% toward systems/team play development.

An OBJECTIVE for the Train to Train stage practice is to improve the BASIC indoor and beach skills listed below. This may take all 4 years to accomplish within the Train to Train stage (13-16). Intermediate skills may also be introduced at this stage; however, emphasis should be placed on consolidating basic skills before moving on to intermediate skills, which are addressed mainly in the Learn to Compete stage. Intermediate skills are dealt with in the Advanced Development Coach workshop.

TRAIN TO TRAIN SKILLS

Phase of Play	BASIC Skills (Indoor)	BASIC Skills (Beach)
Serving	Standing float	Standing float
	Jump Float	Jump Float
	Jump Float - Step	Spike Serve - Power
	Spike Serve - Power	
Passing	Forearm pass for the above serves	Forearm pass
Overhead pass (volley)	Free ball pass	Free ball pass
	Non-setter 2nd ball set	
Setting	14 (High Ball)	Release from reception + footwork
	73 (Back Set)	Setting from a pass 4-5m off the net
	51 (Quick Attack)	Calling the shot
	Backcourt sets (A,B,C)	
	Combinations (X's and Tandems)	
Attacking	Line	Line (over)
	Cross-court	Cross-court
	Tip	
	51 (Quick Attack)	
Blocking	Middle movements	Blocking Line, Cross, Ball
	Outside blocker movements	Peeling Line
Defending	Basic dig	Digging short roll behind blocker
	Ball Pursuit and Retrieval	Hard driven
	Overhead Dig	Double axe handle dig
	Dive	
	Roll and/or Sprawl	
	Pancake	

These skills should be taught in the Train to Train stage, but are not evaluated in the Development Coach context

An ASSESSMENT of skills should first be made, which supports the development of the season plan by a technical leader. An adjustment may or may not be required to the practice plan, based on the coaches' regular re-assessments of athletes skills.

New skills and tactics should be taught early in the practice, after warm-up, when the athletes are fresh.

Special consideration should be made for the skills of serving and passing when building a practice plan. In general, serving and passing are linked to success at any level of play and are considered weaker skills in

Canada compared to other nations. Often, serving practice is given low priority in the T2T context. To offset this trend, coaches are encouraged to include serving/passing in as many of their skill/drill activities as possible even if they are not the primary focus. Alternatively, brief 5-minute serving/passing drills can be interspersed between all other drills/games/activities in the practice. Using this method, the total time spent on serving (and passing) will increase and these skills can subsequently improve.

The number of weeks it takes to acquire a skill can vary greatly and will depend on a number of factors (prior volleyball experience, prior physical literacy, Psychological readiness, strength, speed, etc.). However, anecdotal evidence suggests it typically takes a Train to Train athlete 6-8 weeks to acquire a basic volleyball skill if practicing 2-3x a week. If there are large gaps in which athletes do not practice a skill recently acquired (2 weeks) there is also a risk of regression. It is important to factor in the maintenance of recently developed skills when planning a practice.

SYSTEMS

Systems are methods of organizing a team's collective movements within the games' cycle of actions. Systems can be sub-divided into three categories of Offensive Systems, Defensive Systems and Transition.

Consolidation of BASIC or intermediate systems are recommended for athletes in the Train to Train stage. See table below:

TRAIN TO TRAIN AND LEARN TO COMPETE SYSTEMS/TACTICS

	Basic	**Intermediate**	**Advanced**
Offensive Systems	6-6	4-2, 6-3, 6-2, 5-1	5-1
Serve Reception Formations	"W" Formation	W, 4-person, 3-person	3-person, 2-person
Defensive Systems	Spread Block System	Spread Block System	Bunch-Read System
Blockers	1-blocker	1 and 2-blocker	2 and 3-blocker
Defenders	6-up	6-back	High starting position, read and react
Coverage	2-3	2-3 or 3-2	Read and react, plan by rotation
Transitions	All movements from one cycle of action to another		

When should systems be trained within a practice?
Within the core part of the T2T practice (and based on the phase of season) systems should be trained up to 25% of the time, and skills should be developed for around 75% of the time.

Players should be exposed to new information early in the practice or the first activity after the warm-up or speed work. If a system is new to players it should be taught early in the practice. If a system is being reviewed, then placing system development at the end of practice is advised. Scrimmaging and Simulated Play Drills are typically appropriate near the end of practice but could also be alternated with skill work.

How can systems be taught?
For a detailed explanation of how to teach the 4-2 Offensive System, with a W serve receive, a 6-up defence using two blockers and 2-3 coverage, reference this section of the workbook.

PHYSICAL

The table below represents some guidelines on how to promote the broad concepts of PHYSICAL LITERACY and STRUCTURAL TOLLERANCE within the Train to Train athlete.

Physical Literacy is the application of a wide variety of basic human movements, fundamental movement skills and fundamental sports skills. Physical literacy sets athletes up for future excellence and lifelong participation. It is achieved mainly through the early LTAD stages of Fundamentals and Learn to Train. However, athletes in the Train to Train stage still benefit from participation in multiple sports and activities that develop a wide range of movement patterns.

Structural tolerance is defined as "the ability to withstand years of progressive training load without the incidence of injury or fatigue". Essentially, the coach must be mindful of what type of training took place before the athlete arrived in their gym and plan to slowly and progressively increase the amount of practice and physical training to build the athlete's 'engine' in order to withstand increased training demands in the later stages.

| TRAIN TO TRAIN	M: 12-16 years F: 11-15 years
PHYSICAL LITERACY GUIDELINES	
Other Sports	1-2 during the year. Ideally other sports do not conflict with volleyball season. Beach volleyball should be 1 of the other sports. Integrated Sitting volleyball sessions can benefit all players.
Agility, Balance, Coordination	While many of the ABC's are achieved through participation in multiple sports, drills and activities that promote strength, core strength and agility can also be intentionally added to the practice plan to support literacy in a wide range of movements. These activities can be integrated through warm-up, volleyball drills, speed work, or strength workout within the practice.
STRUCTURAL TOLLERANCE GUIDELINES	
Practices/Week	3-5
Matches/Week	1.5 matches/week or 1 tournament/month
Practice to Match Ratio	60% practice to 40% competition-specific training and actual competition
Weeks/Year	26-34
Physical Training	YEARS 1 & 2: 2x/week @ 30-45 min (integrated within practice or outside practice). 14 year olds can manage a maximum of every second day. YEARS 3 & 4: 2-4x/week @ 45 minutes (outside practice)
Training Load	Training load is the total amount of volleyball, non-volleyball and physical training during a practice, season or year. YEARS 1 & 2: a maximum 9 sessions/week for all sports (3 volleyball, 3 other sport, 3 physical training). YEARS 3 & 4: Maximum 9 sessions/week (1 session = 90 min of a practice, match, or work out). For example: 6 volleyball + 3 physical training = 9… or 5 volleyball + 4 physical training = 9. All athletes should have 6 hours between practices if doing two practices a day and have 1 full day off per week. Coaches in this stage should monitor the total number of activities the players participate in order to build the players' capacity to withstand training and minimize burnout and injuries. Coaches should also monitor the estimated volume of jumps for each practice. The number of jumps should gradually increase to meet the demands of training and competition events. Sharp increases in jumps from day-to-day or week-to-week greatly increase the risk of chronic or acute injuries. Training load can be recorded and monitored within the practice plan with great specificity or with simple symbols ($\uparrow$, $\downarrow$, $\rightarrow$).

STRENGTH

The sensitive period for strength in girls is immediately after Peak Height Velocity (PHV) or at the onset of menarche, while for boys it is 12 to 18 months after PHV. PHV can be measured by monitoring the growth rate of your athletes.[1] Measurements should be done every three months, measuring standing height, sitting height and arm span. See figure below for the sensitive periods of adaptation for strength.

During the first two years of the Train to Train stage, strength training sessions can be integrated into the practice plan. During, the second two years of the Train to Train stage, it may be appropriate for athletes to transition toward strength training outside of practice. Coaches may initially employ one in-practice strength session, and 1 outside of the practice setting, building to two or more sessions outside of practice. The Train to Train stage is identified as the stage in which the athletes' "engine" is built.

When integrating strength sessions into the volleyball practice, it is recommended it be applied just after the last skill development or team play activity and right before the cool-down. Athletes should be most alert and prepared to learn when they are fresh – just after the warm-up. Strength training should not be used to fatigue the athletes prior to practice.

Prior to PHV, volleyball coaches can employ a variety of strength training exercises' using mainly body weight, medicine balls and Swiss balls (for balance and coordination). An emphasis on core strength is essential. Teaching proper lifting form is recommended to prepare athletes for weighted exercises post-PHV. For example, Olympic lifts can be taught at this stage with very little weight, with the support of a certified Strength and Conditioning coach.

Figure 10: The Sensitive Periods of Accelerated Adaptation to Training (Balyi and Way, 2005)
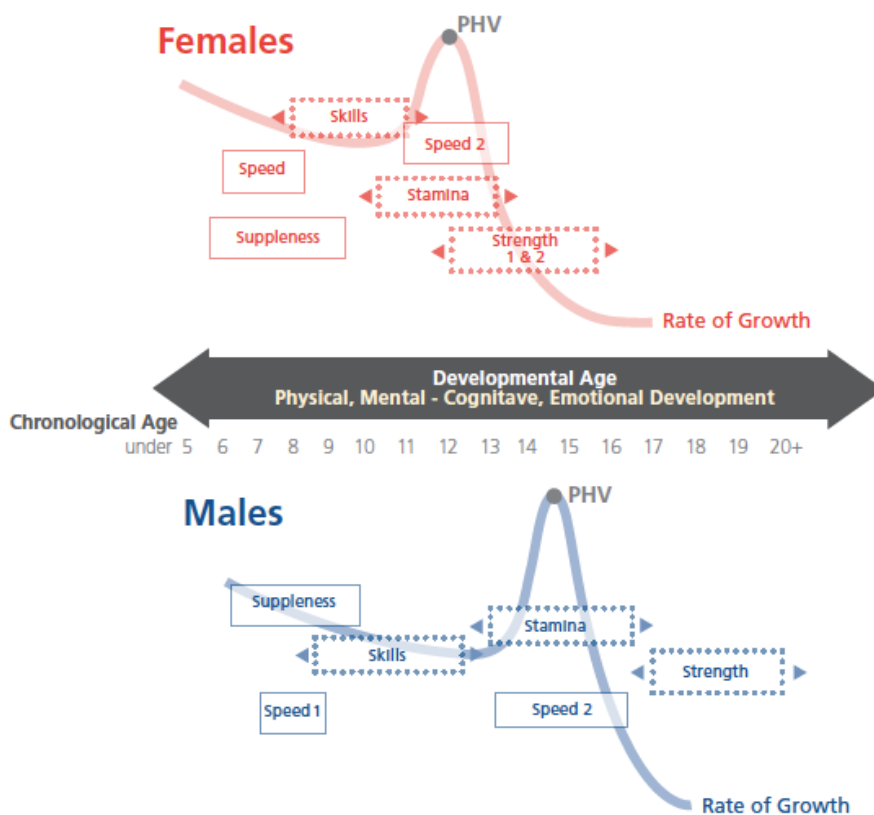
During the sensitive periods the windows of trainability are fully open. Outside of the sensitive periods the windows are still open, though only partially.

All research done on speed and flexibility is based on chronological age. The solid lines represent that research. The dotted lines represent the sensitive periods of accelerated adaptation to training based on developmental age. The dotted lines are defined by the onset of the growth spurt. The fastest rate of growth, or PHV, occurs after growth decelerates.

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[1] Canadian Sport for Life – LTAD 2.0 (page 33)

SPEED

The latest research for training speed follows a new paradigm, which is that speed can and should be trained all year round. Training duration should be no more than 5 minutes in length at the beginning of practice after a proper warm-up. Athletes can practice game-like volleyball movements (or tag games) to produce maximum effort for 5 seconds, and then receive a full recovery before executing similar or other movements.

The previous recommendation that is currently on all Sport for Life material is: "For boys, the first sensitive period for speed occurs between the ages of 7 and 9 years, and the second occurs between the ages of 13 and 16. For girls, the first sensitive period for speed occurs between the ages of 6 and 8 years, and the second occurs between the ages of 11 and 13."[2]

SUPPLENESS (FLEXIBILITY)

The sensitive period for suppleness for both genders occurs between the ages of 6 and 10. Although flexibility training during puberty yields good results, special attention should be paid to flexibility during the adolescent growth spurt, due to stresses on muscles, ligaments and tendons by the rapidly growing bones.[3]

In addition to static stretching at the conclusion of the cool-down, volleyball players are encouraged to purchase a 'Foam Roller" and a lacrosse/tennis ball to use after practice and away from the gym. Using these two tools to massage and expand muscles after the continuous contractions during a practice will support recovery and prevent muscle tightness, which in turn can prevent chronic or acute injuries.

STAMINA (ENDURANCE)

The sensitive period for stamina occurs at the onset of the adolescent growth spurt. Aerobic capacity training is recommended before athletes reach PHV. Aerobic power should be introduced progressively after PHV when growth rate decelerates.[4]

Stamina is best developed prior to the volleyball season and serves as a critical recovery element for the physical challenges of the season. During the season, volleyball-specific stamina can be built or maintained through the manipulation of the volume and intensity of training (practice drills). Reducing the rest time between repetitions or activities is a primary method to increase the demands and expand the athletes' capacity for stamina.

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[2] Canadian Sport for Life – LTAD 2.0 (page 33)

[3] Canadian Sport for Life – LTAD 2.0 (page 33)

[4] Canadian Sport for Life – LTAD 2.0 (page 33)

PHYSICAL ATTRIBUTES

Physical attributes are body measurements that are influential to success in volleyball (height and reach) AND the physical qualities that support success in volleyball, such as jumping ability, quickness and arm speed. Provincial and National Volleyball Organizations use standardized physical tests to monitor athlete improvement, and as a tool to support selection for elite programs. Below is a sample of testing benchmarks used. Strength, Speed, Suppleness and Stamina are the primary areas coaches can focus on to support athlete improvement.

MALE INTERNATIONAL PHYSICAL INDICATORS														
16U NATIONAL TEAM														
POSITION	MIDDLE/OPPOSITE					OUTSIDE					SETTER/LIBERO				
POINTS	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
SPIKE TOUCH (CM)	340+	335+	330+	325+	320+	330+	325+	320+	315+	310+	325+	320+	315+	310+	305+
BLOCK TOUCH (CM)	315+	310+	305+	300+	295+	310+	305+	300+	295+	290+	305+	300+	295+	290+	285+
T-TEST (SEC)	9	9.5	10	10.5	11	9	9.5	10	10.5	11	9	9.5	10	10.5	11

FEMALE INTERNATIONAL PHYSICAL INDICATORS														
16U NATIONAL TEAM														
POSITION	MIDDLE/OPPOSITE					OUTSIDE					SETTER/LIBERO				
POINTS	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
SPIKE TOUCH (CM)	310+	305+	300+	295+	290+	305+	300+	295+	290+	285+	300+	295+	290+	285+	280+
BLOCK TOUCH (CM)	300+	295+	290+	285+	280+	295+	290+	285+	280+	275+	290+	285+	280+	275+	275+
T-TEST (SEC)	9.5	10	10.5	11	11.5	9.5	10	10.5	11	11.5	9.5	10	10.5	11	11.5

Special note:
The list of Psychological and life skills elements below were developed by Volleyball Canada in partnership with Provincial Territorial Associations, and the larger volleyball community. The elements are not exhaustive, nor definitive. However, they have been chosen to enhance unity, and to create a common language. Furthermore, they have been developed to represent the collective vision to support all athletes toward excellence in sport as well as building positive contributing members of Canadian society.

PSYCHOLOGICAL

PSYCHOLOGICAL WELLBEING AND PERFORMANCE
Concepts and strategies related to psychological skills can be introduced to athletes at an early age. Initially, this involves instilling foundational principles of helpful attitude, productive focus and imagination, while emphasizing effort and fun. As athletes' progress through the stages of LTAD, mental skills and strategies are introduced and developed to help athletes handle the increasing pressures and demands of competitive sport. The development of psychological well-being and performance is a dynamic process that fluctuates depending on:

- the time and effort put towards developing the mental skills and attributes, and
- the athletes' openness to self-learning and reflecting on competitive experiences.

In order to provide athletes with the opportunity to reach their personal performance potential, it is imperative that mental fitness be incorporated throughout their long-term development.

Below is a list of elements within the Psychological pillar of the Athlete Development Framework, a basic definition, and an outcome for athletes/coaches to work toward. For activities to support athletes' application of these concepts, Volleyball Canada recommends: *Trainwave*, *Volleyball Edition* by Kyle Paquette PhD, Jamie Collins PhD, Adam Kingsbury PhD(c), 2017, and/or other resources developed by registered Sport Psychology practitioners. Additional information can be found at marblelabs.ca.

SELF-AWARENESS
Ability to have an accurate perception of self (e.g., awareness of his/her habits, personality traits, strengths and gaps both in and outside of sport). Achieved through ongoing assessments.

MOTIVATION
Ability to monitor and manage one's own quality of motivation for long-term performance, satisfaction, and well-being in and outside of sport. Athletes create goals related to the various components of high performance (i.e., technical, tactical, physical, and psychological skills). Athletes understand the concept of multi-domain management (i.e., school, family, friends, and sport). Coaches and parents are mindful of having realistic expectations based on athletes' ability and time availability.

TASK ENGAGEMENT
Ability to identify situational tasks (i.e., most important task at hand) that require his/her attention to achieve a given outcome in and outside of sport. Athletes identify basic situational tasks related to learning and performance both on and off the court that require their attention. Coaches regularly emphasize that task engagement increases likelihood of appropriate action and decision-making. Coaches are primarily responsible for monitoring and positively reinforcing athletes' task engagement.

MINDFULNESS
Ability to understand and monitor the highly variable and ever-changing nature of his/her thoughts, emotions, and actions in and outside of sport. Athletes understand that variability in thought, emotion, and behaviour is part of the human experience. They also understand that "controlling" these occurrences are not the objective, but rather to recognize them and manage the impact they have on task engagement.

SELF-REFLECTION
Ability to continually identify and monitor strengths and gaps both in his/her learning and ability to perform required skills in and outside of sport. Athletes can identify personal and athletic strengths and challenges; they also regularly reflect on their knowledge of volleyball (e.g., tactical and technical).

PLANNING AND GOAL SETTING
Ability to continually create appropriate plans to support his/her development and performance in and outside of sport. Athletes identify individual season-long learning and developmental objectives pre-season; they reflect on objectives mid-season and post-season.

LISTENING AND ASKING QUESTIONS
Ability to receive information by carefully listening to the messages of others; the ability to consistently ask relevant questions for maximum clarity. Athletes regularly reflect on what distracts them from listening and concentrating during short learning activities, coaching instructions, play and training; their awareness of distractions is positively reinforced by coaches. Athletes regularly generate questions in small groups related to training tasks; their curiosity and questions are positively reinforced by coaches.

CRITICAL THINKING
Ability to develop an in-depth understanding of relevant concepts and skills related to their successful performance in and outside of sport. Athletes regularly represent their surface understanding of the various components of performance (i.e., technical, tactical, physical, and psychological); their ability to make sense of the learning content is positively reinforced by coaches.

LEARNER VS PERFORMER MODE
Ability to understand and adjust mindset (e.g., attentional patterns and feedback) based to two modes of operating: learner mode vs. performer mode. Athletes are taught the two modes used during training and matches, and they regularly determine or are instructed by the coach whether they are engaging in development or performance related tasks. Two modes of operating are learned and regularly reinforced by coaches in training and competition: the "learner" and the "performer".

FOCUS
Ability to manage "on-task" and "off-task" focus; ability to understand and recognize attentional strengths and limitations (e.g., common distractions). Mindfulness meditation is introduced with an emphasis on paying attention both internally and externally, as well as to experience and understand the normalcy and frequency of distraction on and off the court.

CUE-READING AND DECISION MAKING
Ability to understand patterns in performance, identify cues for each pattern, and make the appropriate decisions based on the presentation of cues in action. Athletes have a deep and broad understanding of game strategy and performance tactics. Athletes' daily training environment are designed to according to sound skill acquisition and motor learning principles. Training promotes having strong on-court vision (i.e., visual processing abilities) and efficient decision-making.

MANAGING ENERGY
Ability to identify and monitor activities that help to conserve or replenish chronic energy (long-term); ability to adjust acute energy in performance. Athletes are introduced to concept of "functional" vs. "non-functional" emotional states and how the stress response is associated with a reduction in long-term energy during training and competition.

RESILIENCE
Ability to identify his/her default responses to adversity and to develop plans to manage themselves in a competitive and professional fashion. Athletes are taught the importance of failure rate (30-40%) and the role of failure in the learning process. The concept of process vs. outcome is heavily emphasized and results of competition are always contextualized in relation to preparation. Coaches prioritize the positive reinforcement of appropriate failure rate and process focus during training and competition.

LEADERSHIP
Ability to empower teammates by taking ownership and responsibility to bring energy and productivity to all activities and to create a safe environment for others. Athletes are deliberately taught ethical and moral reasoning, decision-making, and prosocial behaviours.

COMMUNICATION
Ability to communicate openly and honestly to create a shared understanding of objectives, strategies, and to accelerate learning and development. Athletes develop a shared repertoire of language with their teammates related to training and performance objectives and tasks; they also regularly communicate their ideas and perspectives irrespective of whether they align with those of their coach and teammates; this is positively reinforced by coaches.

CONNECTING WITH TEAMMATES
Ability to regularly develop perspectives of empathy and compassion; ability to continually monitor and work to improve the quality of relationship with others.

SUPPORT AND FEEDBACK
Ability to regularly provide verbal and non-verbal support to teammates in training and competition; they are also required to provide occasional feedback to their teammates related to their personal and athletic strengths and weaknesses.

CONFIDENCE/COURAGE
 The belief in one's skills and one's ability to use his/her skills to achieved a desired outcome. Sustainable confidence comes from having a realistic sense of one's abilities and imperfections both as a person and a performer. Confidence can result in courage, which is the ability to confront danger, pain, uncertainty, intimidation or stressful/risky situations.

LIFE SKILLS

INJURY PREVENTION & RECOVERY
Applying pre and post exercise routines to minimize injury and promote recovery. For example, the use of proper warm-up and cool down, use of foam rollers and balls, use of bands, ice, massage, tailored programs to create muscle balance and muscle functionality.

The need and use of specific recovery strategies, as well as the frequency at which they should be employed, will vary according to the stage of LTAD and the athlete's level of competition.

Optimal management of the recovery process also requires careful attention be given to the other life activities of the athlete outside of sport. They can also be fairly demanding and represent significant sources of both fatigue and stress.

Poor planning, excessive training and participation in too many competitions can all induce severe levels of fatigue. The same detrimental outcome can come from the improper management of the athlete's recovery process.

SLEEP
Sleep is also considered part of the recovery process. However, more and more research has shown the critical nature of sleep, which has prompted sleep to be a category of its own. Understanding and applying sleep best practices including hours per day, naps, sleep routines, are an essential part of athlete development. See resources at the sportforlife.ca website.

NUTRITION/HYDRATION
Understanding and applying nutritional foundations/education: making good food choices, meal planning, grocery shopping and reading labels, hydration, competition meals, snacks

DISORDERED EATING EDUCATION
Disordered eating refers to a wide range of abnormal eating behaviours, many of which are shared with diagnosed eating disorders. The main thing differentiating disordered eating from an eating disorder is the level of severity and frequency of behaviours

Coaches can focus on healthy eating habits, energy balance and healthy body image; raise awareness of disordered eating and eating disorders among athletes and coaches; educate on signs and symptoms of disordered eating and eating disorders; understand their role as

potential triggers of disordered eating (undue focus on athletes' weight); know where outside professional support can be obtained (e.g. eating disorder clinics); develop strategies to identify disordered eating and eating disorders in athletes along with treatment and recovery strategies.

SOCIAL MEDIA USE

Coaches and clubs may have policies in place on when cell phones can be used. Some teams provide a portable 'cubby' for cell phones that must be stored during practice time to avoid the temptation to check their phone during practice. Teams may also have education seminars on and how social media should be used. For example, a good rule of thumb is 'don't post anything you wouldn't want to be on the News, or that your grandmother would not approve. Seeking the advice of experts in this area is well advised.

SCHOOLING PLAN

In designing an effective training program, the demands of school must be considered. These include integrating school academic loads and duties, school related stresses, and the timing of exams. When possible, training camps and competition tours should complement, not conflict, with the timing of major school academic events.

ALCOHOL AND CANNABIS EDUCATION

Alcohol or cannabis abuse is a previous psychiatric diagnosis in which there is recurring harmful use of alcohol or cannabis despite its negative consequences. While alcohol and cannabis are legal for individuals at various ages across the country, there is significant opportunity for its use to have a negative impact on the athletes' lives' and development. Communication with parents should be held if talks are planned with athletes below the legal age. Several resources are available that demonstrate the effects of alcohol on performance, while the effects of cannabis are much less understood and studied.

SOCIO-CULTURAL EDUCATION

The socio-cultural aspects of sport are significant and must be managed with proper planning. Socialization via sport will ensure that general societal values and norms are internalized through sport participation. This occurs at the community level and as an athlete progresses through the LTAD stages, leads to international exposure.

Exposure to various cultures provides broadening of perspectives, including ethnicity awareness and national diversity. Within the travel schedule, recovery can include education related to the competition location, including history, geography, architecture, cuisine, literature, music and visual arts. With proper planning, sport can offer much more than simply commuting between hotel room and competition.

Sport socialization refers to the sport subculture in a particular sport. Sport subcultures are very diverse; just consider the differences between rugby, gymnastics, soccer or swimming subcultures. Within each sport subculture, it is important that coaches and parents guard against group dynamics that create a culture of abuse or bullying. Ethics training should be integrated into training and competition plans at all stages of LTAD.

Overall socio-cultural activity is not a negative distraction or an interference with training or competition activities. It is a positive contribution to development of the participant as a person.

ETHICAL CHOICES
Relating to moral principles or the branch of knowledge dealing with ethical standards. Avoiding activities or organizations that do harm to people or the environment. The Canadian Centre for Ethics in Sport is a good resource to explore the many ethical issues that face the sporting community. Coaches can proactively educate athletes on making positive choices.

TIME MANAGEMENT
Organizing and prioritizing daily, weekly, monthly and yearly activities. This trait benefits from self-management in that athletes can take ownership over their schedule, set priorities and thinking ahead to optimize their performance.

BUDGETING
A later stage element necessary for planning all facets of life including school, employment, sporting activities, shopping for meals etc. Athlete may not have picked up this skill in the school setting or at home and would benefit from exposure to a budgeting or financial planning professional.

TRAVEL STRATEGIES
Athletes who travel significant distances can experience travel fatigue, jet lag, and the effects of time change, which in turn can significantly hamper performance. Travel strategies include sleep strategies (often provided by sleep experts), meal planning for pre and post-competition, and seeking out services such as physiotherapy, chiropractic, ice and massage prior to departure.

COMMITMENT
The state or quality of being dedicated to a cause or activity. Committed individuals choose to restrict their freedoms of action to enhance the cause or activity. Committed individuals understand the necessity of investing the effort to reach common goals. Athletes may benefit from understanding the definition of commitment. Secondly, coaches may consider focussing on athletes' ability for delayed gratification.

Understanding Stages of Skill Development

A Describe in a sentence what serving would look like in the initiation and acquisition stage. Refer to the definitions below

B - Describe in a sentence what passing would look like in the early consolidation stage. Refer to the definitions below

C - Describe in a sentence what setting would look like in the late consolidation stage. Refer to the definitions below

D - Describe in a sentence what attacking would look like in the refinement stage Refer to the definitions below

Stages of Skill Development

Review from eLearning:
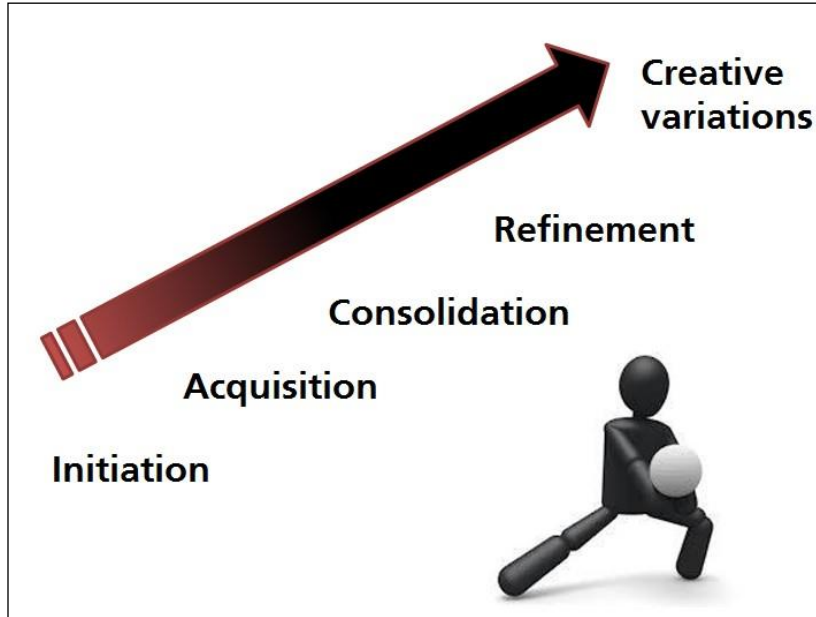
With the exception of Initiation, these stages should <u>not</u> be viewed as clear-cut steps with a well-defined beginning and end. Rather, they represent a *continuum in which the participant's mastery of the skill improves, his or her needs change, and practice conditions should be adjusted.*

Q: What stages of skill development do Train to Train (13-16) athletes typically reside?
A: Initiation, Acquisition and Consolidation

Definitions of the stages:

Initiation
The first contact the athlete has with a particular skill.
The athlete may have no idea of what to do to perform the skill.

Acquisition
The early stage of learning where the athlete becomes capable of (1) coordinating key components of movements and (2) executing them in the correct order, thus performing a rough form of the skill.

The movements are not well synchronized or under control yet, and they lack rhythm and flow. The execution is inconsistent and lacks precision. The athlete has to think about what he or she is doing while performing the skill.

Both form and performance tend to deteriorate markedly when the athlete tries to execute movements too quickly or is under pressure, as may be the case in a competitive situation.

Consolidation
The athlete can execute the movements or the skill with correct form. Movement control, synchronization, and rhythm are good when performing the skill under easy and stable conditions. The movements can be repeated consistently and with precision under these conditions.

Some elements of performance can be maintained when the athlete is under pressure, conditions change, or demands increase, but performance remains inconsistent.
The athlete begins to develop a more personal style.

Refinement
The athlete can execute the movements in a way that is very close to the ideal in terms of form and speed. The performance is very consistent and precision is high, even under very demanding conditions and in situations that are both complex and varied.

Only minor fine-tuning may be necessary to achieve optimal execution, and a fairly personal style is established.

All components of the movement have been automated, which enables the athlete to focus on the environment while performing and to make rapid adjustments as necessary.
The athlete can reflect critically on his or her performance to make corrections.

Teaching Points

Guidelines

Teaching points are best applied if…

- Linked to the demonstration and explanation of the skill – so the athletes can see and hear the correct execution at the same time.
- Highlight the critical components that athletes should do and how
- Few in number. Best is one at a time, or the athlete can choose to focus on 1 of 3 options
- Provided before execution of the skill, as apposed to feedback, which takes place after execution
- Repeated several times
- Are in the form of "External Focus of Attention"

Definition of External Focus of Attention:
The coach explained to the athletes that during skill execution, they must focus their attention on the <u>intended outcome</u>. For example, "pass the ball in a straight line to the setter's hands"… NOT "think about keeping your arms straight while you pass" (which is internal focus of attention).

One-page skill descriptors provided in Appendix 2

Applying Coaching Methodology to a Practice Plan
&
Building a Drill

SUMMARY OF THE CHARACERISTICS OF VC's COACHING METHODS

Method 1 / Acquisition Drills

> **Whole skill**, at their own pace, lots of repetitions, athlete must **shift their focus** from ball to self to surroundings cyclically, decisions are based on where to move and where to place the ball, and athletes find solutions through trial and error plus **coach feedback**.

> Use **Observational Practice** when appropriate to enhance learning.

Method 2 / Early Consolidation Drills

> Coach provides cues, which they must read correctly, then make the right decisions, and then execute proficiently. **Only 2 cues are provided initially** and only 1 cue is presented per attempt. Athletes receive multiple repetitions before switching out.

> "**Directed play conditions**". In directed play conditions the coach can give the signals to ensure s/he knows what the cue was (in order to correctly interpret if the athlete made the right read). Or if the coach is proficient in reading the cue and is able to quickly recognize both the cue and the athlete's reaction to the cue, then directly providing the cues or signals is not necessary. In the second case, the coach must position himself or herself to "see what the athlete sees".

Method 3 / Late Consolidation Drills

> **Live opposition** but given a slight "**time or space advantage**" at the beginning of the drill. Number of cues is only limited to 'live game-like' situation and is not directed by the coach.

*Simulated Play & Refinement Drills

> At this stage, the players must become capable of reading cues, making decisions, and performing the skills correctly (1) under **variable conditions that replicate typical game conditions and intensity**, or (2) when they are exposed to the most challenging competitive situations that can be faced at their level of play. In this second case, athletes should be put into **disadvantaged situations**. Athletes should primarily **solve problems on their own** or asked to critically reflect after their actions.

*Simulated Play drills should be used in every practice for each stage of development: Acquisition, Early Consolidation, Late Consolidation, and Refinement. The coach must manipulate the focus of the drills to meet specific objectives that are appropriate for each stage of skill development.

See appendix for greater detail on the above coaching methodology

What is Observational Practice and how is it integrated into a Method 1 drill?

Observational Practice is when athletes work in pairs executing a skill. Athletes take turns executing the skill and observing one another. For example, in a serving drill, one athlete serves, while the other observes.

Shea et al. conducted some experiments and found the following…

Group 1 of athletes (physical only): executed 60 repetitions of a skill

Group 2 of athletes (combined group): executed 30 repetitions of a skill, observing their partner after each attempt

Group 1 and 2 showed the same results in acquiring a skill. However, Group 2 the Observational Practice (or combined) group outperformed the first group in the transfer test. This is to say that those athletes exposed to observational practice retained the skill better and performed better than the control group with half the amount of repetitions. The implications of this are significant in terms of achieving our desired results (transfer skills to the game), reducing the training load on the body and reducing injuries.

Method 1 Drill and Observational Practice Checklist

❑	Does the drill reference safety?
❑	Are the athletes practicing the whole skill?
❑	Are the athletes executing the drill at their own pace?
❑	Are the key cues and decisions listed? Is the athlete encouraged to shift their focus from ball to self to surroundings cyclically?
❑	Do they get a lot of repetitions, without too many in a row? For example, 3 reps in a row before switching
❑	Is the objective and success criteria concrete and specific?
❑	Is the drill description and drawings clear?
❑	Do the teaching points reference cue-reading, decision-making and skill execution?
❑	Is the number of teaching points 3 or under?
❑	Do any of the teaching points use "external focus of attention"?
❑	Is a variation of the drill provided? A variation changes the focus of a drill for example, from outside attack to middle attack.
❑	Are adjustments listed in situations when fewer athletes show up than anticipated? Are adjustments that make the drill harder or easier listed?
❑	Are the athletes in groups of 2 or 3, and given the chance to observe one another in between repetitions if appropriate?
❑	Are the athletes prompted to tell their partner 1 piece of positive specific feedback?
❑	Are the objective/success criteria specific and appropriate for the stage of skill development?
❑	Does the drill apply the motor learning research of "specificity"?
	Specificity is…
❑	Does the drill apply the motor learning research of "random practice"?
	Random practice is…
❑	Does the drill apply motor learning research of the "ideal challenge zone" (2 out of 3 or 66%)?
	Ideal Challenge Zone is…

Worksheet 1b: Method 1 Drill

GOAL:
TIME OF ACTIVITY:
EQUIPMENT:
SAFETY:

Skill(s)/ Variation(s)	Key Cues	Key Decisions

DRILL NAME		

Objective/Success Criteria:
Drill Description:
Teaching Points:
Variation:
Adjustments:
Harder:
Easier:

Simulated Play Drill Checklist

❑	Does the drill reference safety?
❑	Is the activity game-like?
❑	Is the activity a game (competitive or cooperative) where the ball can cross the net in a rally situation?
❑	Is the game **modified or restricted** to increase the use of the skills or tactics being learned. *For example, play 3 vs 3. Getting a block gives one additional point; game to 15.*
❑	Are the number of players in the game appropriate for the skill or tactic being learned?
❑	Is the court size appropriate for the stage of skill development to encourage lots of contacts?
❑	Are the key cues and decisions listed?
❑	Is the objective and success criteria concrete and specific?
❑	Is the drill description and drawings clear?
❑	Do the teaching points reference cue-reading, decision-making and skill execution?
❑	Is the number of teaching points 3 or under?
❑	Do any of the teaching points use "external focus of attention"?
❑	Is a variation of the drill provided? A variation changes the focus of a drill for example, from outside attack to middle attack.
❑	Are adjustments listed in situations when fewer athletes show up than anticipated? Are adjustments that make the drill harder or easier listed?
❑	Are the objective/success criteria specific and appropriate for the stage of skill development?
❑	Does the drill apply the motor learning research of "specificity"? see Appendix
❑	Does the drill apply the motor learning research of "random practice"? See Appendix
❑	Does the drill apply motor learning research of the "ideal challenge zone" (2 out of 3 or 66%)? See Appendix

Worksheet 1c: Simulated Play Drill

GOAL:

TIME OF ACTIVITY:

EQUIPMENT:

SAFETY:

EVALUATION:

Skill(s)/ Variation(s)	Key Cues	Key Decisions

DRILL NAME
Objective/Success Criteria:
Drill Description:
Teaching Points:
Variation:
Adjustments: Harder: Easier:

Teaching Activity 1

Saturday Afternoon

1:30 – 5:00 pm

Teaching Activity 1

Delivery of a Method 1 Drill

1. **Coaches get back into the groups that created the Method 1 drill in the first session and spend 10 minutes preparing to run the drill. Use Worksheets 1, 2, 3 to support your preparations.**

2. **All coaches must participate in delivering the drill**

3. **All coaches not coaching in the drill are players in the drill**

4. **The format for each drill will be as follows:**
   - **5 minutes   Group Organizes, Explains and Demonstrates the drill**
   - **5 minutes   Group runs the drill and provides feedback**
   - **3 minutes   All groups complete reflection sheets**
   - **7 minutes   Debrief**

Group A	Serving
Group B	Passing
Group C	Setting
Group D	Attacking

Reflection Sheets order of completion:

Group A – Self Reflection WS 5

Group B – Organization/Explanation/Demonstration WS 2

Group C – Implementing Method 1 Drill WS 3

Group D – Assessing Feedback WS 4

The order of completion then rotates upwards from B to A, C to B, D to C and A to D.

Worksheet 1 – Representation of the coaching/teaching process

Organization and Set-up

❏ Reflects safety considerations

❏ Equipment necessary is available/ready

❏ Available space/equipment used adequately

❏ Allows at least 50% motor involvement time

Can someone else do the demonstration better than me?

Explanations and Demonstrations

❏ Describe the aim of the drill/exercise/activity

❏ Outline what is to be done and how, including beginning and end

❏ Describe points of reference/cues

❏ Identify criteria of successful performance

Observation

❏ Ensure athletes are actively engaged

❏ Move around but don't interfere

❏ Observe both individuals and the group

❏ Verify if success criteria are achieved

❏ Identify the cause(s) of error + prioritize

Did I give athletes enough time to practise before stopping them to give feedback?

Intervention and Feedback

❏ Recognize successful performance

❏ Feedback is specific, constructive, and focuses on what to improve + how

❏ Feedback timing + amount are adequate

❏ If necessary, explain/demonstrate again, adapt activity

Effects of the Feedback

❏ Give athletes time to practise again to check whether they have acted on the feedback

Did I remember to ask athletes to give me feedback before giving them mine?

Worksheet 2 – Organization

When organizing an activity:
- o Think about how to *begin* and *finish* the activity or a drill.

- o Take into account the safety issues of the activity or drill.

- o Plan for the equipment that will be necessary *before* the activity or the drill takes place. The equipment must be verified for safety before the session, and prepared ahead of time so that it is available at the time of the activity.

- o Organize the activity in a way that allows each athlete to remain active during at least 50% of the practice time allowed; more is desirable, unless pauses are required for recovery.

- o Ensure athletes can progress at their own pace whenever possible.

- o Ensure participants can begin the activity quickly and efficiently after the instructions are given.

- o Ensure individual players, pairs, or groups have sufficient space to perform the training task safely and correctly.

Set up the environment in such a way as to allow yourself to move around, and see every player without interfering with the activity.

Worksheet 3 (1 of 2): Explanations/Demonstrations

1-Control potential distractions – Position athletes with potential distractions behind them. *Example of distractions: sun in the eyes, activity in the street, other athletes training or talking, spectators, etc.*

2- Choose an effective formation for the group – See examples on the back.

3- Explanation – The *explanation* serves to:

- Describe the aim of the movement, exercise, or activity about to be performed
- Outline *what* is to be done and *how*
- Describe *key points of reference/cues* for the athletes

The explanation often comes *before* the demonstration. It should be brief, clear, and use words all athletes can understand.
The athletes must have a clear idea of *what they should be trying to do* during the activity or the movement (the *intention* behind the action).

4- Demonstration – The purpose of the *demonstration* is to *show* athletes how a particular skill or activity should be done, and to give them a good visual model.
- The skill or movement must be demonstrated as accurately as possible, a few times, and from a variety of angles and speeds. This will ensure that a mental picture of the movement, and of the speed and accuracy required, is left with the group.
- A few key descriptive points *about* the execution movement should also be emphasized verbally as the demonstration is being performed, as well as *how* it should be performed.

- A few key criteria of successful performance or execution should be emphasized.

Coaches do not have to perform the demonstrations themselves all the time. Sometimes, it is preferable to use an athlete, a video, etc.
Avoid repeating the demonstration too many times, as athletes who have already seen it enough may "switch off".

Worksheet 3: Explanation/Demonstration (2 of 2)

Group formations that can be used during explanations and demonstrations.

Straight line

Two lines

Semi-circle

U formation

Assessment Worksheets to Be Used After Each Group Has Lead its Method 1 Drill

After a group leads a drill: they fill in a self-assessment form

Each time you participate and observe: focus on a separate aspect and use a separate assessment worksheet to note your observations

When a group or a coach leads its activity: all the other coaches must participate.

Notes on an effective warm-up and speed session…

Worksheet 2 –organization, explanation, and demonstration of a Method 1 drill

Name/group: _____ Activity assessed: _____

		Assessment	
		Yes	*No*
1	**Equipment** was ready for the start of the demonstration.		
2	All athletes were appropriately **positioned** to see and hear the explanation/demonstration.		
3	**Purpose** of the activity/drill was clearly outlined.		
4	Explanation was **clear, accurate, concise** and was combined with the demonstration (if appropriate).		
5	Explanation outlined **criteria of a successful performance** by athletes.		
6	Demonstration gave a **good idea of the technique/task/drill**.		
7	Demonstration directed the attention of the athletes to an **external focus of attention** (target, outcome, ball direction or trajectory, expected effect).		
8	Skill demonstration was repeated from **different angles**.		
9	Athletes were involved in an appropriate way in the demo (if necessary).		
10	Technical elements of the demonstration were **executed correctly**.		
11	**Voice was loud** enough and **choice of words** was adequate.		
12	Coach **checked** that the athletes had a good understanding.		
13	**Safety** aspects were emphasized when appropriate.		
14	Organization allowed for **adequate use was of space, time, equipment**.		

Overall assessment:

(   ) Excellent performance

(   ) Good performance, some adjustments required, but generally well done

(   ) One or two serious mistakes, room for improvement, but acceptable

(   ) Major improvements needed

Comments _____

_____

Worksheet 3 – Implementation of Method 1 drill

Name/group: _____ Activity assessed: _____

		Assessment	
		Yes	No
1	Athletes could practice **at their own pace**.		
2	Practice conditions were **safe, stable, and predictable**.		
3	Athletes practiced using the **whole skill**.		
4	Athletes could find some solutions by themselves through **trial and error**.		
5	Athletes learned how to **shift their attention** quickly and cyclically from the ball to their surroundings (basic cue-reading and decision-making)		
6	Drill fostered the acquisition of the **proper form** when executing specific techniques/skills.		
7	Athletes had **sufficient time**/opportunities to practice.		
8	The coach observed the athletes from an adequate **vantage point**.		
9	The coach **observed individual and group** performances.		
10	The coach applied **Observational Practice** when appropriate		

Overall assessment:

(   ) Excellent performance

(   ) Good performance, some adjustments required, but generally well done

(   ) One or two serious mistakes, room for improvement, but acceptable

(   ) Major improvements needed

Comments:

_____

_____

Worksheet 4 – Implementation and feedback

Group observed: _____

		Assessment	
		Yes	*No*
1	**Intervention** was done **when necessary** *For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.*		
2	**Skill execution** that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).		
3	Important **cues** missed by athlete(s) were noted.		
4	Important **decisions** missed by athlete(s) were noted.		
5	When proposing corrections, **cause(s) of error** were correctly identified. *For example, incorrect cue reading, decision-making, or skill execution.*		
6	When feedback was necessary it was **not offered during the execution**.		
7	**Questions** were used to guide athletes to a solution or intended improvement.		
8	Feedback was **positive and specific** and not negative or humiliating. *For example: "You did _____ perfectly!"*		
9	Feedback was **clear and concise** and **relevant** to the most important performance factors; it emphasized **what to improve, and how**; *For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).*		
10	The coach explained to the athletes that during skill execution, they must **focus their attention** on the **intended outcome**. *For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".*		
11	**Intervention** was done **when necessary** *For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.*		

Overall assessment:

(   ) Excellent performance
(   ) Good performance, some adjustments required, but generally well done
(   ) One or two serious mistakes, room for improvement, but acceptable
(   ) Major improvements needed

Comments: _____

_____

Worksheet 5 – Self-Assessment – Leading a Method 1 Drill

	While leading my Method 1 drill, I …	Assessment	
		Yes	*No*
1	Outlined the **purpose of the drill**.		
2	Clearly explained the **general pattern of the drill**.		
3	Clearly explained which cues to watch.		
4	Clearly explained the appropriate decisions for each cue.		
5	Effectively used Observational Practice if appropriate.		
6	Chose a good position from which **to lead the activity**.		
7	Watched the players actions and took my eyes off the ball.		
8	Made interventions when necessary (degree/type of engagement by athletes not adequate; success rate below expectation; etc.).		
9	Detected **cues** or **decisions** missed by athlete(s)/participants.		
10	Detected **execution** that was below expectation (given athlete's proficiency level and/or stage of learning progression).		
11	Correctly identified **cause(s) of error**.		
12	Offered feedback when necessary, and it was **not offered during the execution**.		
13	Recognized **successful performance**, and athlete(s) informed.		
14	Used **questions** to engage athlete(s) in a reflection.		
15	Offered **constructive feedback**, which focused on **critical aspect(s)** of performance.		
16	Emphasized **what to improve, and how**; aspects such as expected outcome of actions, target, ball trajectory, etc. were included.		

Comments: _____

_____

Building a Method 2 Drill

In the same groups that presented the Method 1 drill, coaches discuss and plan how they will 'advance' their Method 1 drill into a Method 2 drill.

Use the definition below, Worksheet 1c (p. 57) and Method 2 Checklist (p. 58) to build your drill. Groups have **15 minutes to prepare.**

5 minutes	Groups will present and run their Method 2 drill. Coaches may choose to use only a whiteboard to explain the drill or preferably use the court and "athletes".
3 minutes	Debrief - At the completion of each presentation the Learning Facilitator along with the rest of the group reviews the drill and validates that it meets the Method 2 checklist criteria.

Definition of a Method 2 Drill:

Method 2 / Early Consolidation Drills

Coach provides cues, which athletes must read correctly, then make the right decisions, and then execute proficiently. **Only 2 cues are provided initially** and only 1 cue is presented per attempt. Athletes receive multiple repetitions before switching out.

"**Directed play conditions**". In directed play conditions the coach can give the signals to ensure s/he knows what the cue was (in order to correctly interpret if the athlete made the right read). Or if the coach is proficient in reading the cue and is able to quickly recognize both the cue and the athlete's reaction to the cue, then directly providing the cues or signals is not necessary. In the second case, the coach must position himself or herself to "see what the athlete sees".

Worksheet 1d: Method 2 Drill

GOAL:
TIME OF ACTIVITY:
EQUIPMENT:
SAFETY:
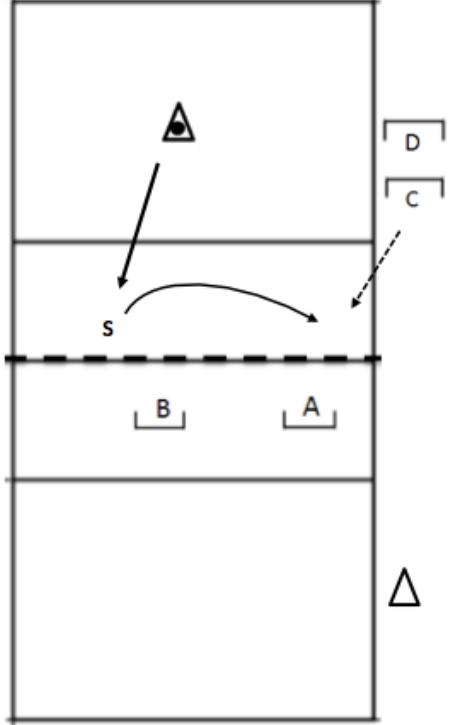
Skill(s)/ Variation(s)	Key Cues	Key Decisions

DRILL NAME
Objective/Success Criteria:
Drill Description:
Teaching Points:
Variation:
Adjustments: Harder: Easier:

Method 2 Checklist

		Assessment	
		Yes	*No*
1	The coach clearly explained the **general pattern of the drill** to the athlete.		
2	The coach clearly explained the **decision option(s)** for the athlete during the drill.		
3	The coach clearly explained the **cues** the athlete had to read during the drill.		
4	The **number of cues** the athlete had to read and interpret during the drill was manageable (2 initially, up to 4 eventually).		
5	The **decision options** the coach has linked to each cue **are technically and tactically sound**.		
6	The coach **signaled/indicated the cues clearly** during the drill.		
7	The coach **signaled/indicated the cues to the right person(s)** during the drill.		
8	The coach **signaled/indicated the cues at the right moment** during the drill.		
9	The coach made a correct assessment of how the athlete(s) performed during the drill.		
10	If the coach chose to provide **feedback**, the **information** was **clear, specific, and focused on the right elements of cue reading and decision-making.**		
11	The athletes had the opportunity to **do a few consecutive repetitions**.		
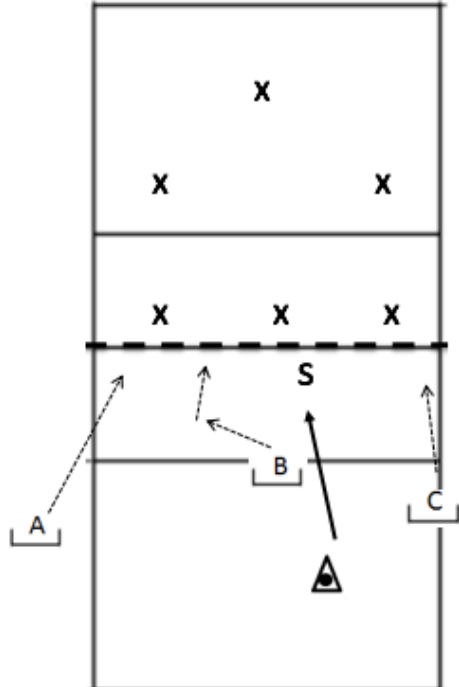
Sample Method 2 Blocking Drill

Drill name: To block or not to block?

	Initial set up: See figure. **Drill description**: [simple description] Blockers A and B determine whether to block or transition off the net to pass a freeball. [Detailed]. The Tosser tosses a ball to a setter who sets to Attacker C. The toss will be either: i] a ball that can be attacked or ii] a ball that must be played over with a forearm pass or overhead pass (off the net). The coach [Δ] either provides a signal to the setter to determine which of the two options will be provided or asks the setter to deliver the good and poor sets randomly. Players A and B must read the play and determine whether to block the attack or back up and pass the ball to a target. Players A and B must also communicate their decision with each other as quickly as possible. Blockers should rotate out based on success criteria. **Success criteria** could be: 3 successful decisions, then rotate out with a new group of 2.

Reminder for coaches: Observe how quickly the blockers read the set and intention of the attacker.

Drill variations: i] the location of the attackers and blockers can be changed to other places along the net.

Loading options: i] Increase the number of attackers. ii] Blockers are given less time to read the play before seeing the set and attacker. iii) Increase the speed of cue-reading - blockers are instructed to either block or pull their hands down based on an attack or tool attempt.

Sample Method 3 Drill – Setting

Drill name: See the middle

X X X X X X - - - - - - - - - - S B C A	**Initial set up**: 1-2 Setters, 1-2 Middle attackers, 1-2 Outside Attackers, Blockers, Tosser. **Drill description**: [simple description] Ball is tossed to Setter who sets any of the front row attackers. Middle blocker leaves early in any direction just prior to the set. **Advantage is to the offence**, as the middle moves early, the pass is good and the setter has 3 options. [Detailed]. Toss to the setter, the middle then leaves early in either direction prior to the set. The setter may choose to set the opposite direction or set in the same direction but to the outside attack (fast). Success criteria: Offense is successful 70% of the time.

Reminder for coaches: The setter will need to watch the ball and use peripheral vision to see the middle move in either direction.

Drill variations: i) Middle attacker approaches using a different pattern.

Loading options: i) Reduce the time that the middle leaves early ii) add a fourth back row option for the setter

Teaching Activity 3

Sunday Morning

9:00 am – 12:00 pm

Teaching Activity 3

Delivery of a Simulated Play Drill

1   **Coaches return to the groups that created the Simulated Play drill and spend 10 minutes preparing to run the drill. Use Worksheets 1, 2, 3 to support preparations.**

2   **All coaches must participate in delivering the drill**

3   **All coaches not coaching in the drill are players in the drill**

4   **The format for each drill will be as follows:**
   - **5 minutes   Group Organizes, Explains and Demonstrates the Drill**
   - **5 minutes   Group runs the drill and provides feedback**
   - **3 minutes   All groups complete reflection sheets**
   - **7 minutes   Debrief**

Group A	**Setting**
Group B	**Attacking**
Group C	**Blocking**
Group D	**Defending**

Reflection Sheets order of completion:

Group A – Self Reflection WS 5 (p.71)

Group B – Organization/Explanation/Demonstration WS 2 (p.68)

Group C – Implementing Simulated Play Drill WS 3 (p.69)

Group D – Assessing Feedback WS 4 (p.70)

The order of completion then rotates upwards from B to A, C to B, D to C and A to D.

Worksheet 1 – Representation of the coaching/teaching process

Organization and Set-up

❑ Reflects safety considerations

❑ Equipment necessary is available/ready

❑ Available space/equipment used adequately

❑ Allows at least 50% motor involvement time

Can someone else do the demonstration better than me?

Explanations and Demonstrations

❑ Describe the aim of the drill/exercise/activity

❑ Outline what is to be done and how, including beginning and end

❑ Describe points of reference/cues

❑ Identify criteria of successful performance

Observation

❑ Ensure athletes are actively engaged

❑ Move around but don't interfere

❑ Observe both individuals and the group

❑ Verify if success criteria are achieved

❑ Identify the cause(s) of error + prioritize

Did I give athletes enough time to practise before stopping them to give feedback?

Intervention and Feedback

❑ Recognize successful performance

❑ Feedback is specific, constructive, and focuses on what to improve + how

❑ Feedback timing + amount are adequate

❑ If necessary, explain/demonstrate again, adapt activity

Effects of the Feedback

❑ Give athletes time to practise again to check whether they have acted on the feedback

Did I remember to ask athletes to give me feedback before giving them mine?

Worksheet 2 – Organization

When organizing an activity:
- Think about how to *begin* and *finish* the activity or a drill.

- Take into account the safety issues of the activity or drill.

- Plan for the equipment that will be necessary *before* the activity or the drill takes place. The equipment must be verified for safety before the session, and prepared ahead of time so that it is available at the time of the activity.

- Organize the activity in a way that allows each athlete to remain active during at least 50% of the practice time allowed; more is desirable, unless pauses are required for recovery.

- Ensure athletes can progress at their own pace whenever possible.

- Ensure participants can begin the activity quickly and efficiently after the instructions are given.

- Ensure individual players, pairs, or groups have sufficient space to perform the training task safely and correctly.

Set up the environment in such a way as to allow yourself to move around, and see every player without interfering with the activity.

Worksheet 3 (1 of 2): Explanations/Demonstrations

1-Control potential distractions – Position athletes with potential distractions behind them. *Example of distractions: sun in the eyes, activity in the street, other athletes training or talking, spectators, etc.*

2- Choose an effective formation for the group – See examples on the back.

3- Explanation – The *explanation* serves to:

- Describe the aim of the movement, exercise, or activity about to be performed
- Outline *what* is to be done and *how*
- Describe *key points of reference/cues* for the athletes

The explanation often comes *before* the demonstration. It should be brief, clear, and use words all athletes can understand.
The athletes must have a clear idea of *what they should be trying to do* during the activity or the movement (the *intention* behind the action).

4- Demonstration – The purpose of the *demonstration* is to *show* athletes how a particular skill or activity should be done, and to give them a good visual model.
- The skill or movement must be demonstrated as accurately as possible, a few times, and from a variety of angles and speeds. This will ensure that a mental picture of the movement, and of the speed and accuracy required, is left with the group.
- A few key descriptive points *about* the execution movement should also be emphasized verbally as the demonstration is being performed, as well as *how* it should be performed.

- A few key criteria of successful performance or execution should be emphasized.

Coaches do not have to perform the demonstrations themselves all the time. Sometimes, it is preferable to use an athlete, a video, etc.
Avoid repeating the demonstration too many times, as athletes who have already seen it enough may "switch off".

Worksheet 3: Explanation/Demonstration (2 of 2)
Group formations that can be used during explanations and demonstrations.

Straight line

Two lines

Semi-circle

U formation

Assessment Worksheets to Be Used After Each Group Has Lead its Simulated Play Drill

After a group leads a drill: **they fill in a self-assessment form**

Each time you complete an assessment sheet: **focus on a separate aspect, and use a separate assessment worksheet to note your observations**

When a group or a coach leads its activity: **all the other coaches must participate**

Worksheet 2 – Organization, explanation, and demonstration of a Simulated Play drill

Name/group: _____ Activity assessed: _____

		Assessment	
		Yes	*No*
1	**Equipment** was ready for the start of the demonstration.		
2	All athletes were appropriately **positioned** to see and hear the explanation/demonstration.		
3	The **purpose** of the drill was clearly explained. *Example: "In this drill we will focus on the Left Side attackers and their ability to read cues, make decisions, and execute."*		
4	Explanation outlined the **objective/success criteria** of the drill. *How do they win or get out of the drill? What is a successful performance? Consider all 3 elements of CR + DM + SE.*		
5	The coach clearly explained **what cues to read** during the drill. *For example, "look at the setter's release, the ball, then the hitter to see if it is off or tight."*		
6	Clearly explained how the **game** would be **modified or restricted** to increase the use of the skills being learned. *For example, play 3 vs 3. Getting a block gives one additional point; game to 7.*		
7	Introduced **new tactical concepts**, both individual and team, involving the skill being learned. *For example, Team A will force the front row Left Side to pass a short serve.*		
8	The **decision options** the coach has linked to each cue **were technically and tactically sound**. *For example, would the decisions a player had to make transfer into a realistic game situation?*		
9	Demonstration directed the attention of the athletes to an **external focus of attention** (target, outcome, ball direction or trajectory, expected effect).		

Overall assessment:

(   ) Excellent performance

(   ) Good performance, some adjustments required, but generally well done

(   ) One or two serious mistakes, room for improvement, but acceptable

(   ) Major improvements needed

Comments _____

_____

Worksheet 3 – Implementation of Simulated Play drill

Name/group: _____ Activity assessed: _____

		Assessment	
		Yes	*No*
1	The game/activity had **variable conditions that replicate typical game conditions or intensity.** The game may be 6 v 6 or smaller sided games.		
2	The **focus of the game materialized**, and the resulting situation allowed players to **work on the intended technical/tactical elements.**		
3	The athletes could replicate specific game situations in which they have to make **appropriate tactical choices under some pressure.** *For example, team down by 3, the serve has to be in, and difficult enough to pull the opponent's setter off the net.*		
4	The **implementation of the drill** supported the stated **purpose.** *For example, if the stated purpose was to improve the Left Side attackers' ability to read cues, make decisions and execute – Did the drill allow this to be achieved?*		
5	Position selected **to observe** the group and individual athletes was good.		
6	Athletes had **sufficient time** to play the game and apply/learn the intended concepts.		
7	The coach **observed individual and group** performances.		

Overall assessment:

(   ) Excellent performance

(   ) Good performance, some adjustments required, but generally well done

(   ) One or two serious mistakes, room for improvement, but acceptable

(   ) Major improvements needed

Comments:

_____

_____

Worksheet 4 – Interventions and feedback

Group observed: _____

		Assessment	
		Yes	*No*
1	**Intervention** was done **when necessary** *For example, degree/type of engagement by athletes not adequate; safety or behaviour situation; etc.*		
2	**Skill execution** that was below expectation was noted (given athlete's proficiency level and/or stage of learning progression).		
3	Important **cues** missed by athlete(s) were noted.		
4	Important **decisions** missed by athlete(s) were noted.		
5	When proposing corrections, **cause(s) of error** were correctly identified. *For example, incorrect cue reading, decision-making, or skill execution.*		
6	When feedback was necessary it was **not offered during the execution**.		
7	**Questions** were used to guide athletes to a solution or intended improvement.		
8	Feedback was **positive and specific** and not negative or humiliating. *For example: "You did _____perfectly!"*		
9	Feedback was **clear and concise** and **relevant** to the most important performance factors; it emphasized **what to improve, and how**; *For example, the coach referred to the critical performance factor, outlined correction and how to achieve it (e.g., expected outcomes of actions, target, ball trajectory, etc.).*		
10	The coach explained to the athletes that during skill execution, they must **focus their attention** on the **intended outcome**. *For example, "pass the ball in a straight line to the setter's hands", NOT "think about keeping your arms straight while you pass".*		
11	Athletes primarily **solved problems on their own** or were asked to critically reflect after their actions.		

Overall assessment:

(   ) Excellent performance
(   ) Good performance, some adjustments required, but generally well done
(   ) One or two serious mistakes, room for improvement, but acceptable
(   ) Major improvements needed

Comments: _____

_____

Worksheet 5 – Self-Assessment – Leading a Simulated Play Drill

	While leading my Simulated Play drill, I …	Assessment	
		Yes	*No*
1	Outlined the **purpose of the drill**.		
2	Clearly explained the **general pattern of the drill**.		
3	Clearly explained which cues to watch.		
4	Clearly explained the appropriate decisions for each cue.		
5	Chose a good position from which **to lead the activity**.		
6	Clearly explained how the **game** would be **modified or restricted** to increase the use of the skills being learned. *For example, play 3 vs 3. Getting a block gives one additional point; game to 7.*		
7	The **focus of the game materialized**, and the resulting situation allowed players to **work on the intended technical/tactical elements.**		
8	Watched the players actions and took my eyes off the ball.		
9	Made interventions when necessary (degree/type of engagement by athletes not adequate; success rate below expectation; etc.).		
10	Detected **cues** and **decisions** missed by athlete(s)/participants.		
11	Detected **execution** that was below expectation (given athlete's proficiency level and/or stage of learning progression).		
12	Correctly identified **cause(s) of error**.		
13	Offered feedback when necessary, and it was **not offered during the execution**.		
14	Recognized **successful performance**, and athlete(s) informed.		
15	Used **Questions** to engage athlete(s) in a reflection.		
16	Offered **constructive feedback**, which focused on **critical aspect(s)** of performance.		
17	Emphasized **what to improve, and how**; aspects such as expected outcome of actions, target, ball trajectory, etc. were included.		

Comments: _____

_____

Notes on Beach Skills, Tactics and Rules…

Notes on Sitting Skills, Tactics and Rules…

Session 4

Sunday Afternoon

1:00 pm – 5:00 pm

Teaching Activity 4

5 NEW groups of 1-2 people are formed

15 minutes of preparation time to deliver a session on "systems". Refer to WB 99-102 for "How to Teach Systems" to support your preparations.

Group A	Defensive Systems (6-up and 6-back) (CW 91-97, 102)
Group B	Coach Teach Tripleball rules (CW 104-105)
Group C	Coach Teach 4-2 (CW 86, 101)
Group D	Coach Teach 6-3 (CW 106, 101)
Group E	Coach Teach 6-2 (CW106, 101)

Coaches deliver the above sections with the following format:

All coaches in a group present.

Coaches who are not presenting are players in the activity

15 minutes per group

- **10 minutes coaching and instruction**
- **5 minutes debrief (LF lead)**

Teaching Team Play and Systems

Although rallies can be won in a number of ways, the basic object of the game of volleyball is for a team on one side of the net to send a ball over the net and ground it on the opposition's court. Consequently, the team receiving the ball is trying to prevent it from landing on their court and return it to the opposing team (refer to the Volleyball Canada Rulebook for a complete description of the game). Most often, each team is composed of six players but games involving teams of two, three, or four are often played as well, especially outdoors. This chapter will be limited to discussion of teams of six players.

Initial Court Positioning

The positions of the playing members of each team on the court are indicated by numbers between 1 and 6, as shown below. The players on both teams must be in the following relative positions at the instant the ball is contacted for the serve to start play:

Position 1 must be behind 2 and to the right of 6.

Position 2 must be in front of 1 and to the right of 3.

Position 3 must be in front of 6 and between 4 and 2.

Position 4 must be in front of 5 and to the left of 3.

Position 5 must be behind 4 and to the left of 6.

Position 6 must be behind 3 and between 5 and 1.
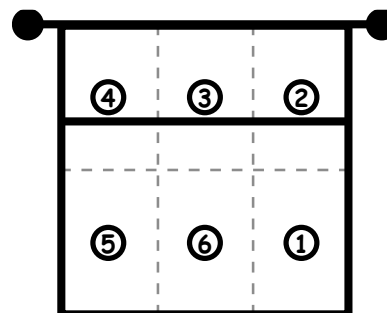
These positions are determined according to the positions of the players feet on the floor as follows:

1. Each front-row player (positions 2, 3 & 4) must have at least part of their most forward foot closer to the center line than the most forward foot of their corresponding back-row player.

2. The players in positions 1 and 2 must have at least part of their most right foot closer to the right side line than the most right foot of their corresponding middle-row player.

3. The players in positions 4 and 5 must have at least part of their most left foot closer to the left side line than the most left foot of their corresponding middle-row player.

Once the ball has been served, players may move to any position on their half of the court or free zone. However, there are two limitations on the actions of the players in the back row (5, 6, and 1):

1. Back-row players may only attack the ball in the front zone of the court if some part of the ball is below the height of the top of the net. However, they may attack the ball at any height as long as the takeoff for their jump is from behind the attack line.

2. Back-row players may not block the ball or participate in forming a block at the net.

Finally, in addition to indicating the order of rotation for players, it is common for coaches to use these numbers to indicate general areas of the court. That is: 1 indicates the back right zone, 2 the front right, 3 the front center, 4 the front left, 5 the back left, and 6 the back center.

Player Rotation

When the team receiving the serve wins a rally, gaining the right to serve, its players must rotate one position clockwise before the next rally can begin. That is: the player in 1 rotates to position 6, the player in position 2 rotates to position 1, etc.

Cycle of Action

Although founded on specific skills, the game of volleyball is cyclical in nature. This involves the movement or transition from one phase of the game to the next. Successful team play is, in large part, determined by a team's ability to make the transitions found in the game smoothly and consistently. It is critical that the coach have a good conceptual understanding of the cycle of actions in volleyball.
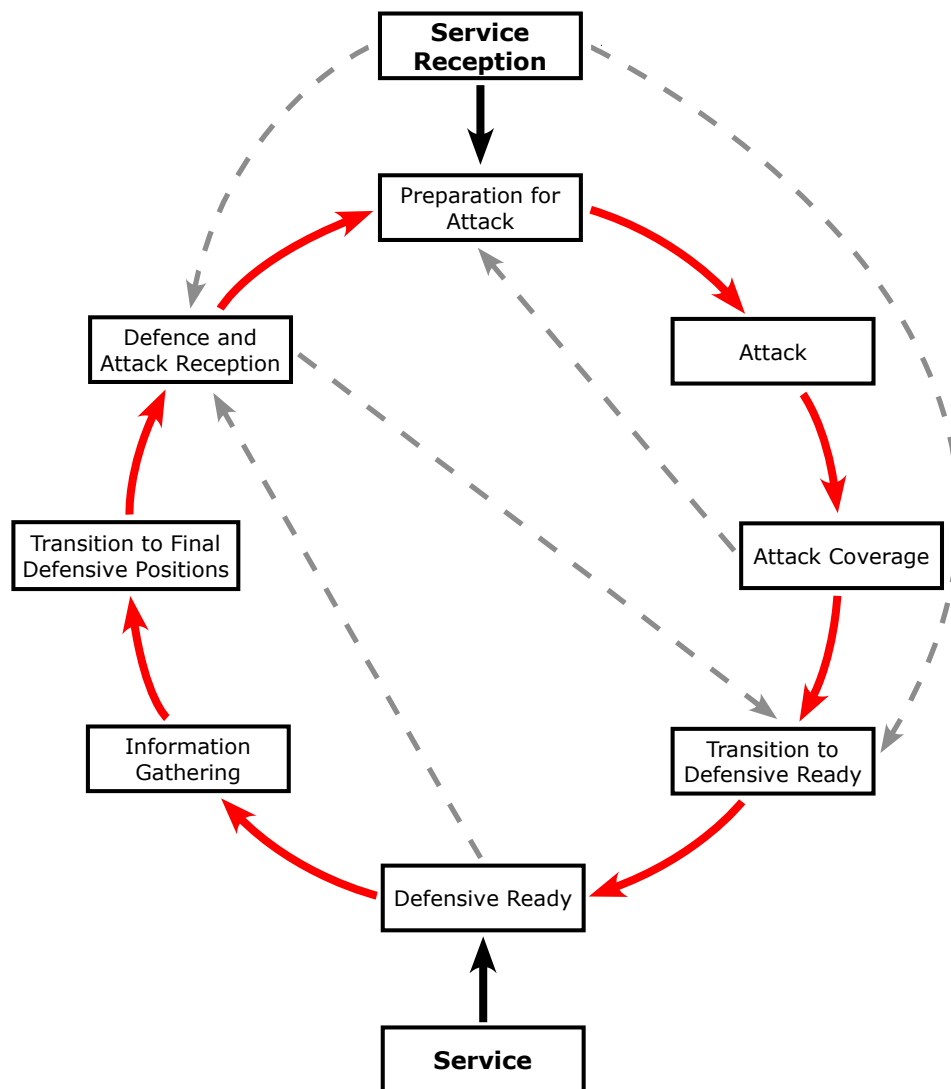
The basic cycle of actions for volleyball is graphically illustrated in figure 9.2. The different phases of the game are indicated by the rectangular blocks. The solid arrows indicate the most common player movements or transition between these phases, while the dashed arrows indicate potential transitions if some point in the cycle is not completed as anticipated but the rally continues. As can be seen in this figure, a rally in the game of volleyball starts with a team either serving or receiving serve. The rally then continues with the successful (or partially successful) execution of skills and transition between succeeding phases of the game in a cyclical manner.

The remainder of this chapter will focus on presenting basic systems of play that may be used by teams. This information will be presented within the framework of the basic cycle of actions as shown previously.

SYSTEMS

As in other sports, the game of volleyball is more enjoyable and teams are more successful when an organized system of play is established for the athletes. Volleyball systems may be unspecialized or specialized:

Unspecialized

All players are expected to perform all of the roles required in volleyball. In such a system, the tasks will usually be assigned to a specific position on the court. For example, whoever is in position 3 (front center) on the court will be required to set the ball while players in position 2 (front right) or position 4 (front left) will be expected to attack.

Specialized

A specialized system features specific roles for some or all the athletes, usually based upon their specific strengths as a volleyball player. For example, one or two players (with particularly good overhead passing skills) may be assigned setting duties for all or most situations. Also, players can be assigned a designated position on the court from which to attack or defend.

Offensive Systems

Offensive systems of play are generally identified using terminology that identifies the number of hitters in the system with the first number and the number of specialized setters with the second number. Two basic offensive systems of play will be presented in this manual:

6–0 System

This is an unspecialized system of play with all players hitting and no specialized setters. This system is most often used in lower levels of recreational play. There are three common variations used: a) the player in rotational position 3 sets; b) the player in rotational position 2 sets and; c) the player in rotational position 1 sets.

The primary advantage of this system is that all players have the opportunity to play every position as they rotate to it and no switching of positions is required. The biggest weakness of this system is that it is difficult to take advantage of the specific strengths of team members. Another disadvantage is that all players must learn all six different positions on the court.

4–2 System

This is a specialized system of play with four players designated as hitters and two players as setters. This system is most often used in intermediate levels of recreational play and lower levels of competitive play. There are two common variations used: setter switches to position 2; and setter switches to position 3. The typical starting rotational order for the players must have the setters diagonally opposite each other, as shown in figure 9.3.

The biggest advantage of this system is that some specialization is possible to take advantage of players' strengths without difficult transitions being required during the switching. The major disadvantage of this system is that there are only two designated hitters in the front row at any time, putting some limitations on the possible attack options.
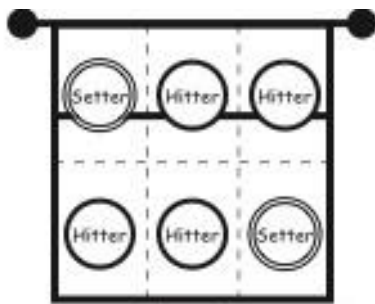
Figure 9.3
A typical 4-2 rotational line-up.
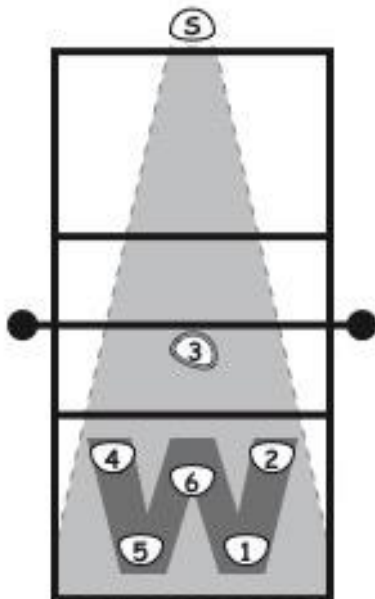
Figure 9.4
A neutral alignment of players for a
"W" serve-receive formation.
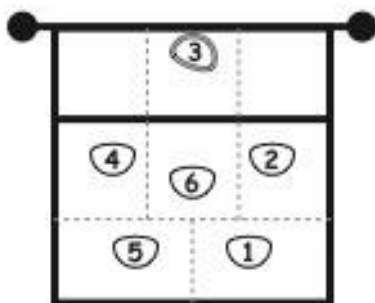
Figure 9.5
"W" serve-receive—zone method.
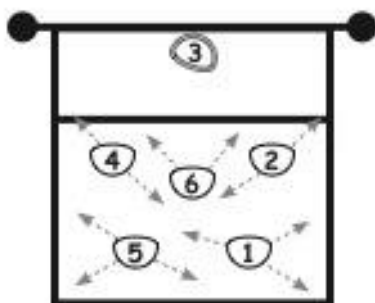
Figure 9.6
"W" serve-receive—overlap method.

Service Reception

Service reception is usually considered the most important aspect of the game of volleyball. Failure to pass the serve, directly results in a point for the opponent while a poor pass makes it more difficult to attack effectively and earn a sideout. The biggest factor affecting service reception is the ability of the players to execute a forearm pass, but utilization of a proper formation can improve the athlete's chances of being successful. The locations the players start on the floor when receiving the opponent's serve, is termed the service reception formation.

W Formation

The most common formation for recreational and lower levels of competitive play is the "W" formation. The starting position for this formation uses three players spread across the court standing just behind the attack line approximately equal distances from the server. Two players stand in a second line about 3 meters behind and filling the gaps between the front-row players. The front-row players should be about the same distance from the server and the back-row players about the same distance from the server. This basic alignment for the "W" is shown in figure 9.4. The exact location of the players in the "W" may also be determined by the opposition serves. If the balls are usually served deep the whole formation can be backed up while it may be moved forward if the serves are often short. This formation covers a relatively large area of the court but there is no guarantee that a ball will necessarily travel directly to a passer. There are two common methods used to cover the remainder of the court.

The simplest method is to assign specific areas of the court to each passer. An example, showing the zones that may be assigned to each passer, is illustrated in figure 9.5. This zone method, while easy to implement, may cause problems when a serve approaches an intersection between two or even three passers. The solution is good communication between the players.

A better method, but more difficult to teach, has the players move in an overlapping manner, as shown in figure 9.6. These movement patterns help to prevent balls from dropping between two passers. A basic rule that often helps the passers is, "Any ball reaching you above shoulder height should not be played" as it is either for the passer behind you or is out of bounds if you are in the second row of passers.
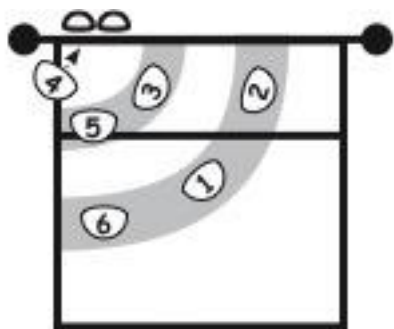
Figure 9.7
The 2-3 attack coverage pattern.

Attack Coverage

When a player is attacking, the other members of the team should move to positions that will maximize the chances of recovering a ball that might be blocked by the opposition. It is most important that initially these players should be encouraged to move to a spot near the attacker, closely watch the ball as it is being hit, and attempt to dig it up if it is blocked by the opposition. However, the effectiveness of the attack coverage can be increased if the players move to cover designated areas of the court behind their attacker. The basic formations that are generally used will locate players around the attacker in one of two zones.

Some players will be responsible for balls rebounding off the block close to the attacker while the others will be responsible for balls travelling farther back into the court. A good basic formation that might be used for this purpose is the 2-3 formation. The first number indicates the number of players in the first line of coverage while the second number indicates the number of players in the second line of coverage. The basic alignment of the players for this formation is shown in figure 9.7.
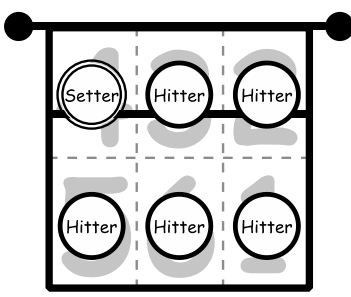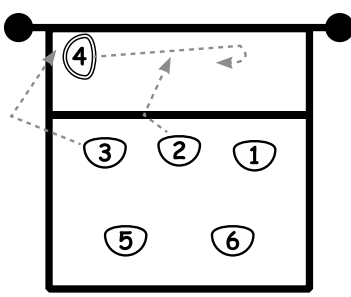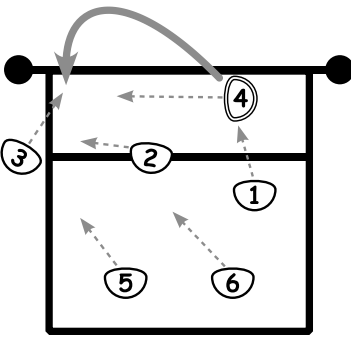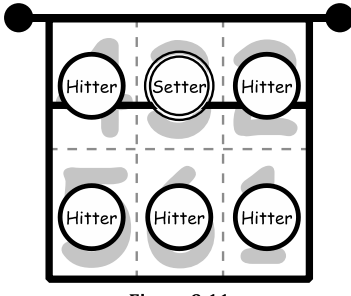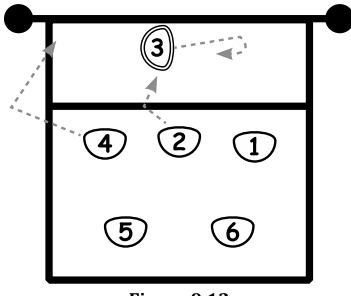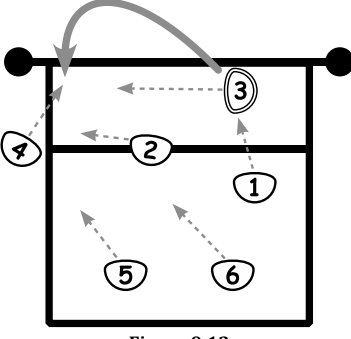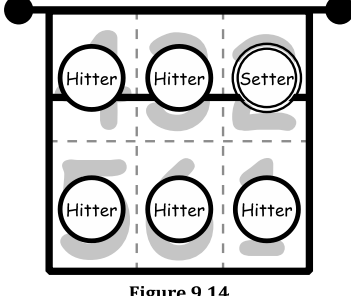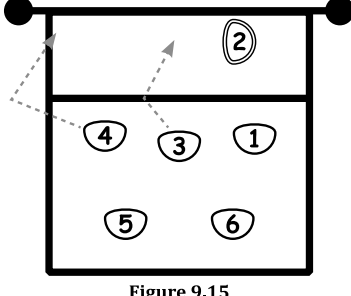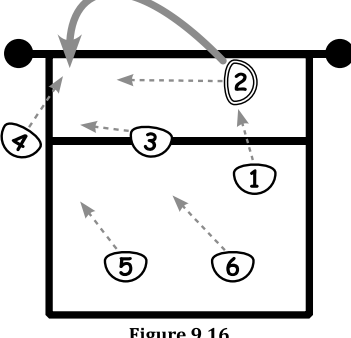
Serve-Receive to Attack Transitions

The attack and coverage phase can be learned once the following have been established: the type of offence, the serve-receive formation, the attack-coverage patterns, and the transitions from the serve-receive phase to the offensive-ready phase. These transitions are shown on the next page for a 4-2 offence using a "W" serve-receive formation and a 2-3 attack coverage. Figure 9.9 shows the "W" formation when the setter is in position 4 with the arrows indicating the movement the players make as the ball is passed toward the setter. The position of the players at the end of their movement is the offensive ready position. From here the attack is then initiated. In this instance the setter in position 4 moves along the net to the right side of the court and turns to face the two front-row attackers who are in positions 2 and 3. Figure 9.10 shows the final positions of the players in offensive ready with the arrows indicating their movement to attack and attack coverage if the ball is set to the hitter outside.

Figures 9.12 and 9.13 are the same transitions for the next rotation when the setter is in position 3 and figures 9.15 and 9.16 are for the third rotation when the setter is in position 2. The final three rotations using this system would look like the first three but using the second setter in the 4-2 system who has now rotated to the front court.

The advantage of having the setter switch to the right side of the court to set is that, it is usually not necessary for the setter to make back sets which tend to be more difficult for younger or less experienced players. This system also more easily permits the use of a middle attacker. The most common alternative to the setter switching to the right side of the court is to have him/her switch to the center of the court. The primary advantage of this option is that the attack is spread out more across the net. The serve-receive to attack transitions for the setter in the center version of the 4-2 offence with the ball being set to right side of the court are shown in figures 9.17 to 9.25.

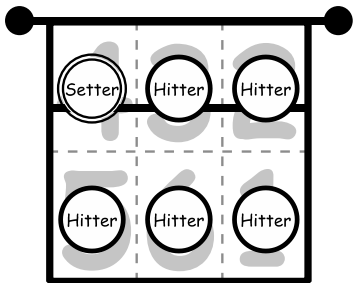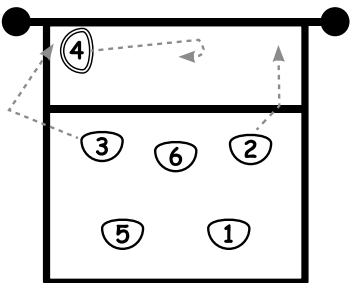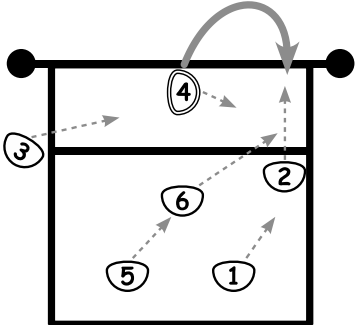## Serve-Receive to Attack Transitions and Coverage in a 4-2 Offence (Setter to the Right)
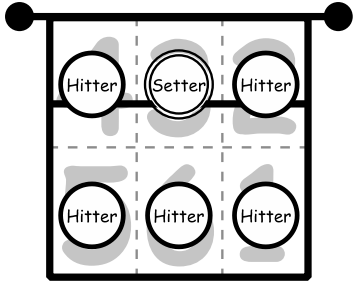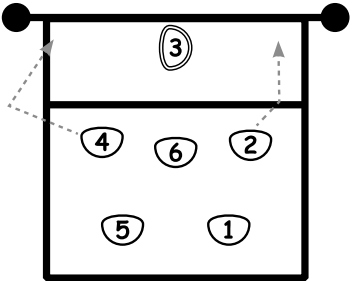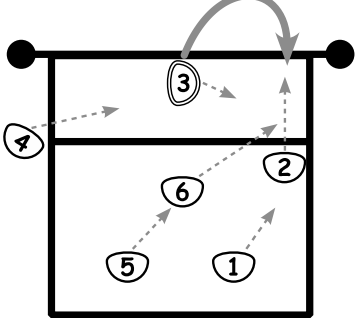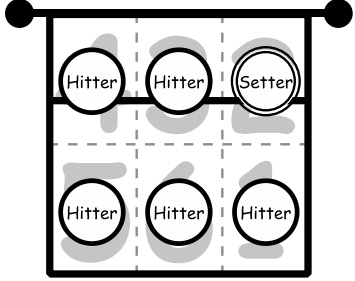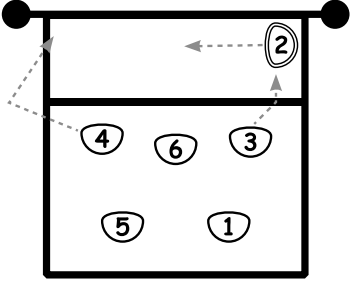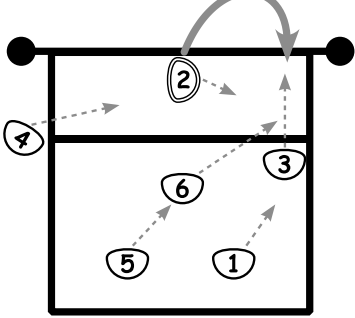
Rotations	Transitions from Serve-Receive to Offensive Ready	Transitions from Offensive Ready to Attack and Coverage
Figure 9.8 Rotation 1.	**Figure 9.9** Rotation #1: setter positions to the right.	**Figure 9.10** Rotation #1: setter positions to the right.
Figure 9.11 Rotation 2.	**Figure 9.12** Rotation #2: setter positions to the right.	**Figure 9.13** Rotation #2: setter positions to the right.
Figure 9.14 Rotation 3.	**Figure 9.15** Rotation #3: setter positions to the right.	**Figure 9.16** Rotation #3: setter positions to the right.

Although there are six possible rotations in a 4-2 offence, only three need to be described. The same rotations are repeated when the second setter rotates into the front row.

Legend

◯ Player (by position)

◯ Setter

- - -► Player Movement Path

━► Ball Path

Serve-Receive to Attack Transitions and Coverage in a 4-2 Offence (Setter in the Middle)

Rotations	Transitions from Serve-Receive to Offensive Ready	Transitions from Offensive Ready to Attack and Coverage
Figure 9.17 Rotation 1.	Figure 9.18 Rotation #1: setter positions in the middle.	Figure 9.19 Rotation #1: setter positions in the middle.
Figure 9.20 Rotation 2.	Figure 9.21 Rotation #2: setter positions in the middle.	Figure 9.22 Rotation #2: setter positions in the middle.
Figure 9.23 Rotation 3.	Figure 9.24 Rotation #3: setter positions in the middle.	Figure 9.25 Rotation #3: setter positions in the middle.

There are two main advantages with using a 4-2 offence with the setter in the middle:
1. It is easier for the athletes to maintain their rotational order because there are less player-overlap situations they need to be aware of.
2. It is easier for the hitters to identify who is being set because the sets occur on either side of the setter (rather than on the same side). This often leads to a more consistent attack.

Defensive Systems

Two basic defensive systems are generally used in volleyball. They are usually identified based on the general location taken up by the player in rotational position 6 (back center) when they are playing defence. Having chosen the basic defensive formation, the coach will then decide whether to use a one-blocker system or a two-blocker system. With athletes younger or less experienced in volleyball, it may be better to use a one-blocker system because of the problems caused when two players attempt to coordinate a blocking effort. With more experienced volleyball players a two-blocker system is most often used.

6-up Defensive System

The 6-up defensive system has a basic alignment with the position 6 person playing up closer to the net than those in positions 1 and 5. The basic starting or defensive ready position for this system is shown in figure 9.26. This system is most appropriate for use against opposition that does not hit the ball hard to the perimeter of the court and tips much of the time. The biggest weakness of this alignment is in the deep middle part of the court.
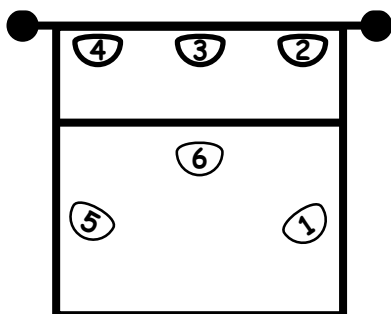
Figure 9.26
Defensive ready position for the 6-up defence.

6-up Defensive-Ready to Attack-Reception Transitions Using One Blocker

From their defensive ready positions, the players must make the transition to their positions for defence and attack reception. The arrows in figures 9.27, 9.29, and 9.31 indicate the proper movements of the players when the opposition is preparing to attack from various court locations. The resulting positions for the players are shown in figures 9.28, 9.30, and 9.32. The shaded area behind the blocker is called the "shadow" of the block and is the area of the court that is theoretically protected by the block. From these final positions, the back court players will react to where the ball goes, moving in an overlapping manner, as shown in the defensive final position figures on the next page.
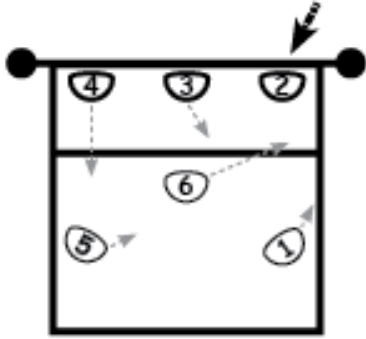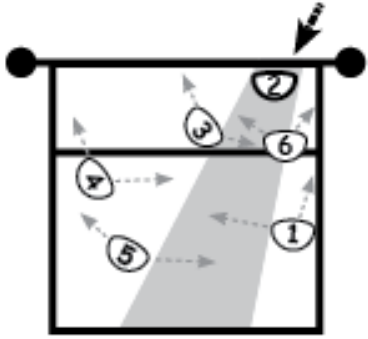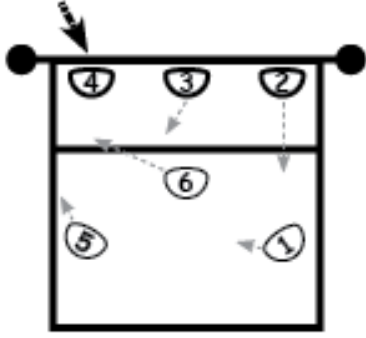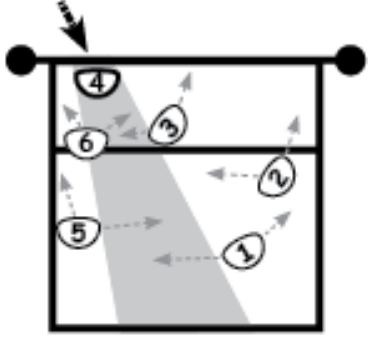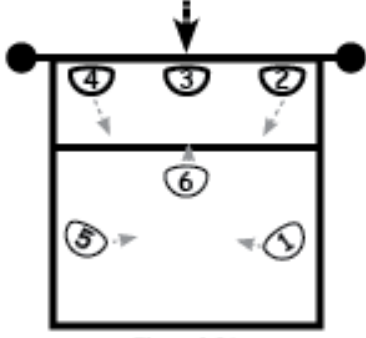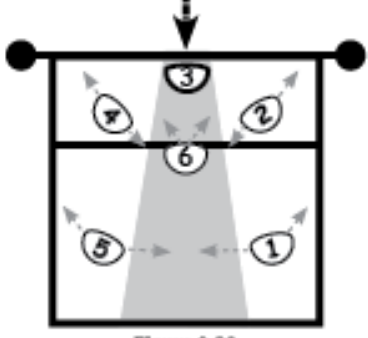
When the attack is directed from the opponent's right side of the court rather than the left side, the transitions and movements for the players are the mirror image of those used for a left side attack (figures 9.29 and 9.30). When attack is directed from the middle of the net, the transitions and movements are shown in figures 9.31 and 9.32.

6-Up Defence Using One Blocker

Strengths and Weaknesses

The main advantage of the 6-up system is its capacity to manage tips and off-speed attacks, but is weaker against teams who attack the ball aggressively—especially to the edges of the court.

Balls played over the block into the middle of the court must be aggressively pursued as there is no player ideally positioned to play this ball.

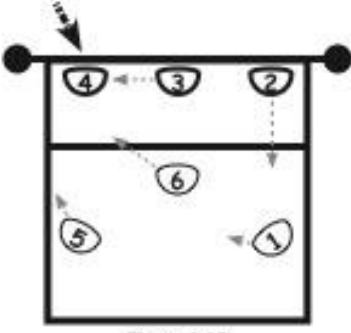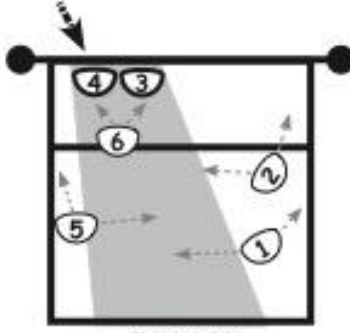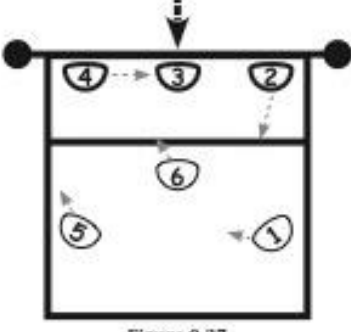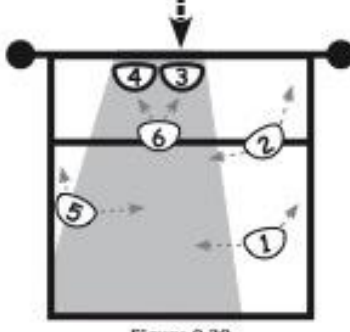|	Defensive Ready Positions	Defensive Final Positions
Left Side Attack	Figure 9.27	Figure 9.28
Right Side Attack	Figure 9.29	Figure 9.30
Middle Attack	Figure 9.31	Figure 9.32
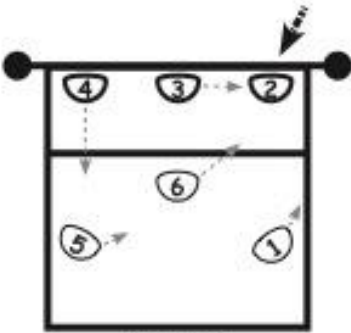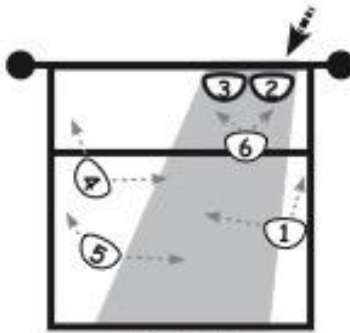
Legend

◡ Player (by position)

◡ Blocker (by position)

---► Player Movement Path

►► Attack Location

6-up Defensive-Ready to Attack-Reception Transitions Using Two Blockers

When the athletes on a team are capable of executing a well-coordinated double block, adjustments to the 6-up defensive system need to be made. A double block can provide many advantages and improve the back court defence of a team—especially against teams with more aggressive attacking teams. These adjustments are shown in figures 9.33 to 9.38.

6-up Defence Using Two Blockers

Figure 9.33

Figure 9.34

Figure 9.35

Figure 9.36

Figure 9.37

Figure 9.38

Strong Attack Direction
Attackers usually find it a little easier to hit the ball toward position 5 when attacking from the middle. For this reason, it is advisable to position a double block to slightly over play this side of the court, as shown in figure 9.38.
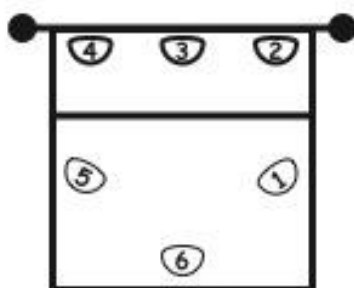
Figure 9.39
Defensive ready position for the
6-back defence.

The 6-Back Defensive System

The 6-back defensive system has a basic alignment with the person in position 6 playing back near the endline while those in positions 4 and 5 play up nearer the net. The basic starting or defensive ready position for this system is shown in figure 9.39. This system is most appropriate for use against opposition that hits the ball hard to the perimeter of the court and does not tip much. The biggest weakness of this alignment is in the middle part of the court.

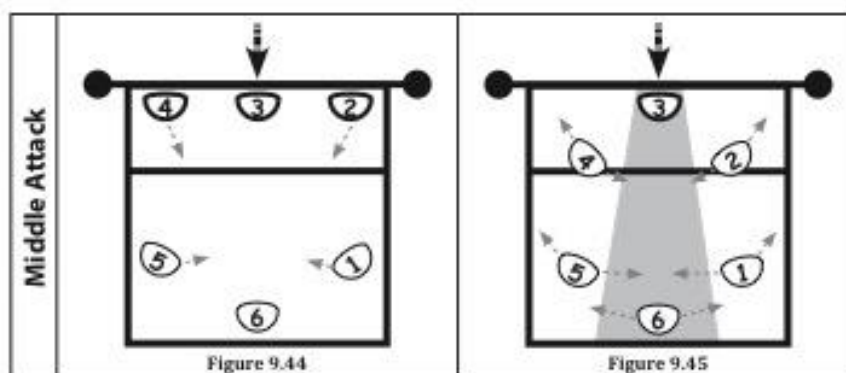## 6-Back Defensive-Ready to Attack-Reception Transitions Using One Blocker

From the defensive ready position, the players must make the transition to the position for defence and attack reception. The arrows in figures 9.40, 9.42, and 9.44 indicate the proper movements of the players if they are only using a single blocker and the opposition is preparing to attack from various court locations. The resulting positions for the players are shown in figures 9.41, 9.43, and 9.45. From these final positions, the back court players will react to where the ball goes moving in an overlapping manner, as shown in defensive final positions figures.

When the attack is directed from the opponent's right side of the court rather than the left side, the transitions and movements for the players are the mirror image of those used for a left side attack (figures 9.42 and 9.43). When attack is directed from the middle of the net, the transitions

6-Back Defence Using One Blocker

Defensive Ready Positions	Defensive Final Positions
Figure 9.40	Figure 9.41
Figure 9.42	Figure 9.43

Left Side Attack

Right Side Attack

Legend

Player (by position)
Blocker (by position)
Player Movement Path
Attack Location

Figure 9.44   Figure 9.45

6-Back Defensive-Ready to Attack-Reception Transitions Using Two Blockers

When the athletes on a team are capable of executing a well-coordinated double block, adjustments to the 6-back defensive system need to be made. A double block can provide many advantages and improve the back court defence of a team—especially against teams with more aggressive attacking capacities.
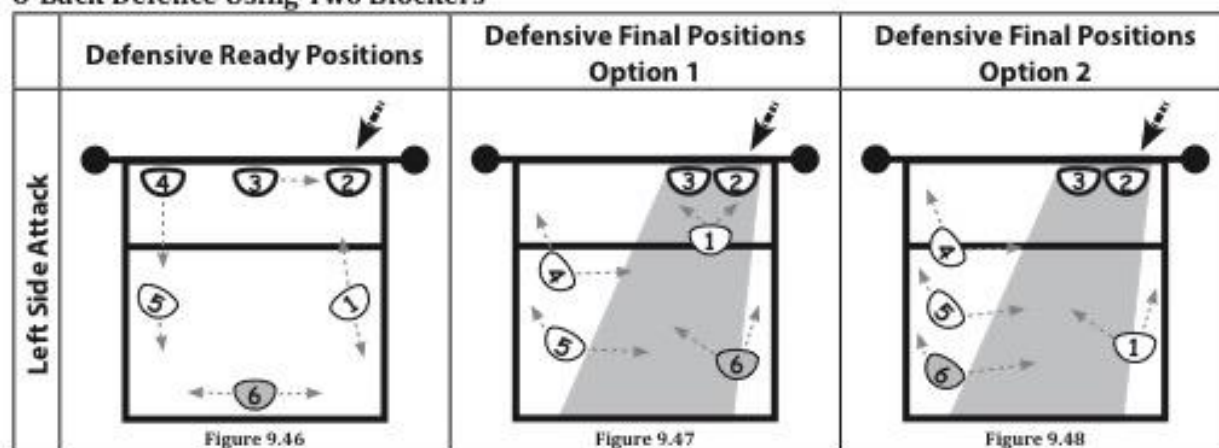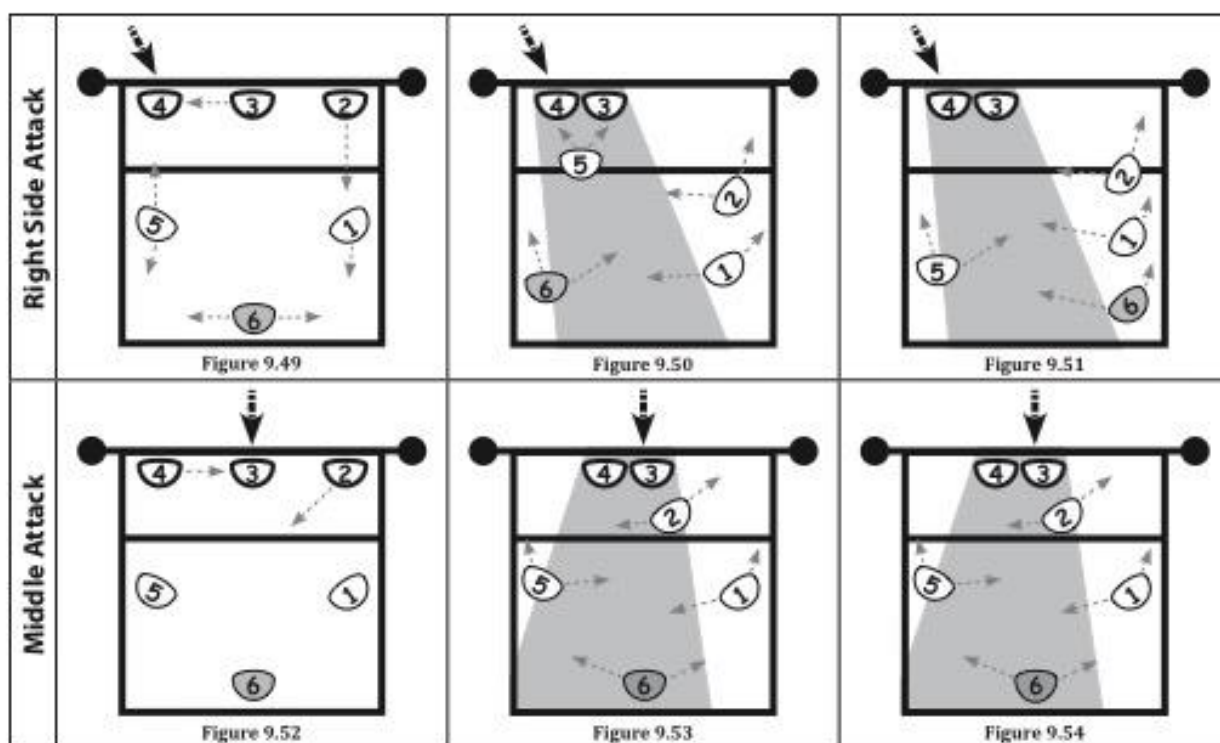
Strengths and Weaknesses
Every defensive formation in volleyball has strengths and weaknesses. It is up to the coach to determine how the majority of your opponents' offence is produced and to select a formation which will best counter the types of attacks your players will most commonly

The 6-back defence formation also provides the coach different formation options depending upon a team's identified needs. The two most commonly used options among coaches are discussed here. Option 1 (see figures 9.47, 9.50, and 9.53) has the defender in position 6 moving toward the side of the court from which the attack is occurring. This option provides a more effective defence against tips and off-speed attacks (especially behind the blockers). Option 2 (see figures 9.48, 9.51, 9.54) has the defender in position 6 moving away from the side of the court from which the attack is occurring. This option often provides a more effective defence against aggressive attacking especially against a cross court attack.

The 6-back formations and the two most common formation options are shown in figures 9.46 to 9.54.

6-Back Defence Using Two Blockers

Defensive Ready Positions	Defensive Final Positions Option 1	Defensive Final Positions Option 2
Figure 9.46	Figure 9.47	Figure 9.48

Right Side Attack

Figure 9.49

Figure 9.50

Figure 9.51

Middle Attack

Figure 9.52

Figure 9.53

Figure 9.54
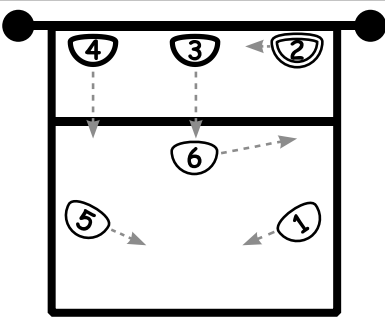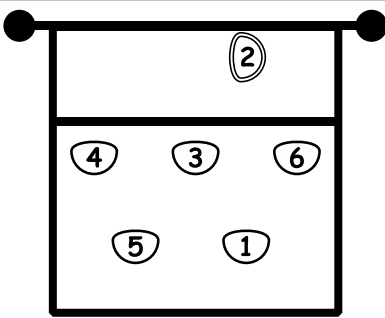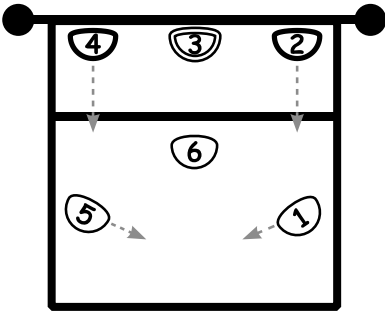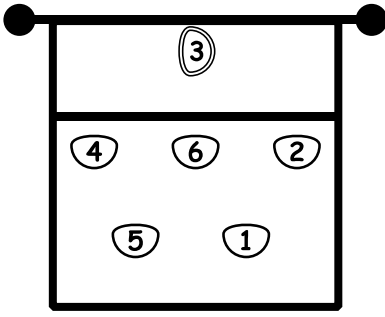
Defence on a Free Ball
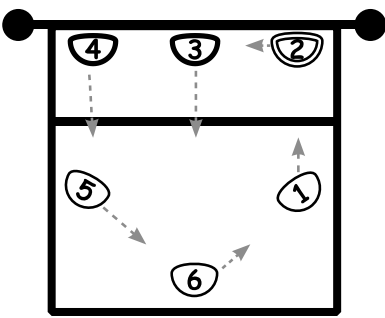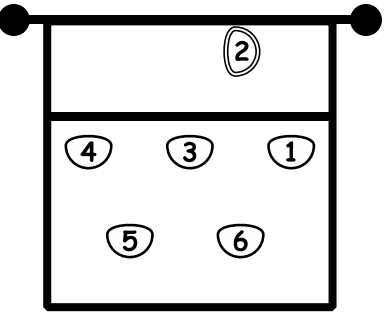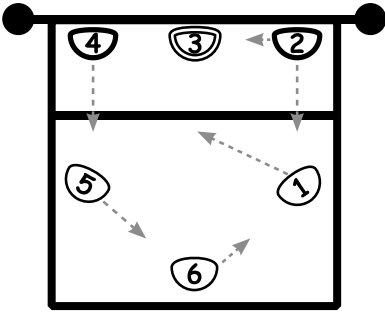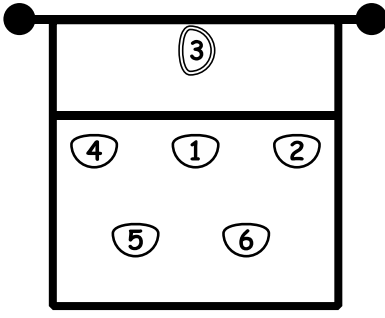
Shortly after the second contact by the opponents, a team should be able to recognize if the ball will be attacked. If not, the front-row attackers should react by backing off the net, indicating that they do not intend to attempt to block the ball. This movement should be accompanied by a loud verbal call of "free ball" or "free." As the blockers back off the net, the back court players must also move to positions that allow the maximum coverage of the court. The most common resulting alignment resembles that of the "W" serve-receive formation. The players move quickly to be in these positions prior to the third contact by the opponents. The only player not involved in this formation is the setter who remains near the net in the position from where the ball will be set. Figures 9.55 to 9.58 illustrate the transition or movement from the defensive-ready position to the "W" free ball-reception formation.

Legend

◯ Player (by position)

◯ Setter

⌒ Blocker (by position)

····► Player Movement Path

➤ Ball Path

➤ Attack Location

Free Ball-Ready Positions in a 6-up Defence

	Starting Positions (Before transition)	Final Positions (After transition)
Setter in Position 2	Figure 9.55	Figure 9.56
Setter in Position 3	Figure 9.57	Figure 9.58

Free Ball-Ready Positions in a 6-Back Defence

	Starting Positions (Before transition)	Final Positions (After transition)
Setter in Position 2	Figure 9.59	Figure 9.60
Setter in Position 3	Figure 9.61	Figure 9.62

EXAMPLE OF A COMPLETE CYCLE OF ACTIONS

At the beginning of this chapter, a flow chart was presented to illustrate the basic cycle of the game of volleyball. Now that some basic systems of play have been introduced, a complete cycle can be demonstrated. Below, the different phases of the game are shown and the transition or movement of players between each is illustrated. In this example, a 4-2 offensive system is used with the setter switching to the right side of the court to set. A "W" serve-receive pattern, 6-up defence using two blockers, and a 2-3 attack coverage pattern is also used. It is important to note that for simplicity, the players will maintain their rotational order number throughout the complete cycle.
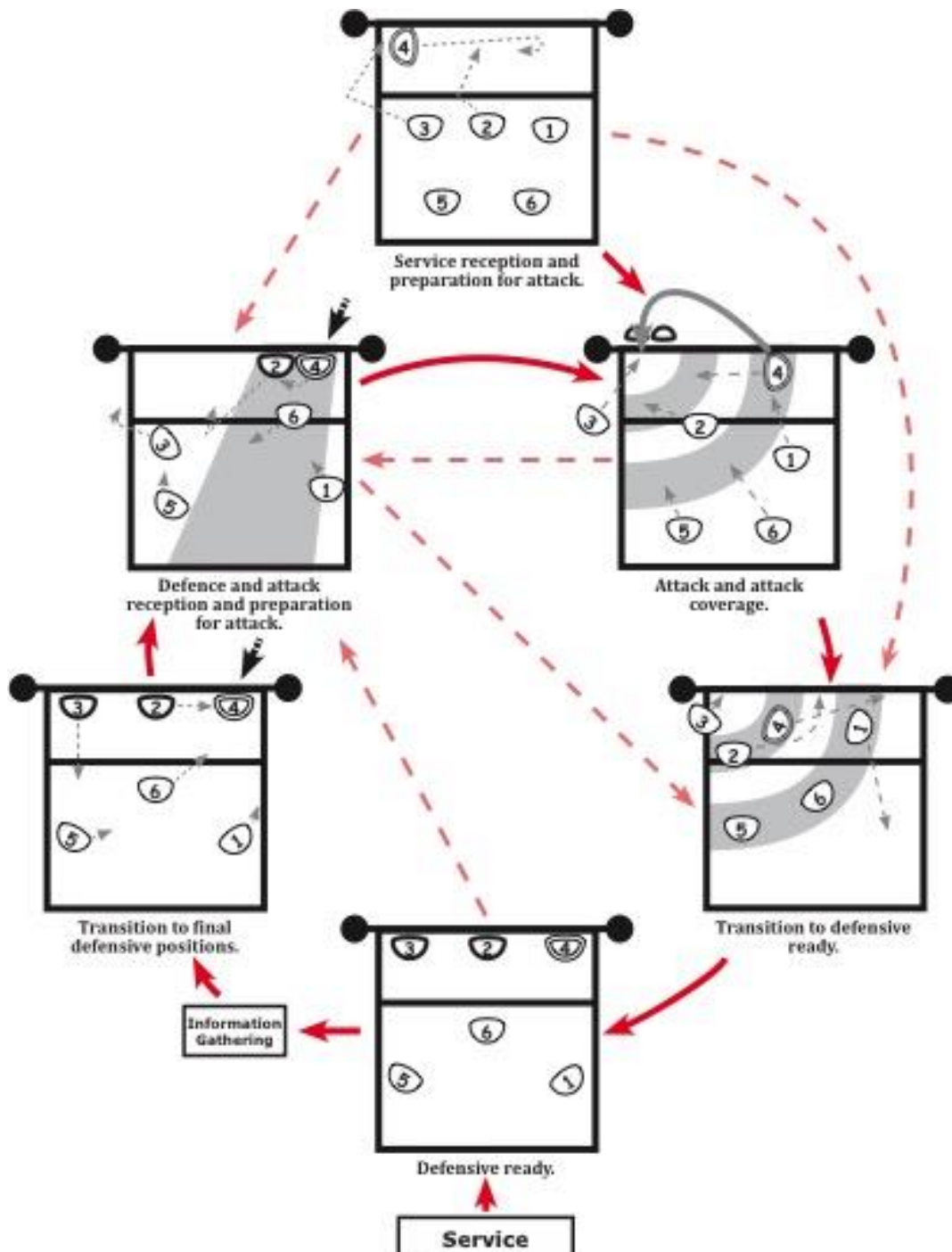

Figure 9.63
Basic cycle of actions for volleyball.

How to Teach Systems

The coach should use a progressive approach when teaching organized team play to the athletes. This helps to reduce the confusion, disorganization and frustration of volleyball players when they are asked to use an unfamiliar system of play. The following section outlines steps that may be used to introduce systems of play to a volleyball team.

Step 1.   **Individual Transitions**
The basic transitions used in team play should be taught before any actual systems are instituted with the team. These should be introduced during drills that are used to teach the basic skills of the game. The coach can accomplish this by designing drills that require the athlete to execute a skill or sequence of skills involving the movement required in game transitions.

Step 2.   **Paper Introduction**
Having decided which systems of play will be used by the team, the coach should then prepare handouts for the team that clearly illustrate the positioning of all players and their required movement patterns and responsibilities. This "playbook" should include the following:
- Serve reception to offensive ready to attack and coverage for all different rotations.
- Defensive ready to attack reception for attack on the right, middle and left sides of the court.
- Defensive ready to free ball reception to offensive ready to attack and coverage.

This should be given to the players at least two days before the practice during which the systems will be introduced. The coach should review the material at a blackboard session, ensuring that the information is clearly understood. The playbook can then be taken home by the players and studied before the next practice.

Step 3.   **Team Catch and Throw**
The first practice session involving systems of play should have six players on the court walk through the various transitions while catching and throwing the ball. This takes the pressure of skill execution off of the athletes and helps to ensure that a controlled situation exists. The players can then concentrate on understanding the system with the coach easily intervening as necessary. Focus first on the basic transitions outlined in step 2 above then combine the transitions to form complete cycles of action.

Step 4.   **Easy Ball Team Transitions**
Having learned the systems of play in controlled drills of catch and throw, the team members can now be introduced to team play when actually playing the ball. At this point, easy balls should be tossed by the coach to initiate the team play. This makes it easier for the athletes to execute the skills successfully and thus concentrate on proper team play. Again it is best if a progressive approach is used as in step 3 with simple transitions first.

Step 5.   **Team Transition Drills**
When the team is successful at least 90% of the time with easy balls, team play drills demanding skill execution under more game-like situations may be introduced. These drills should include all six positions on the court and may demand simple transitions such as

defensive ready to attack reception or more complex transitions such as serve-receive to offensive ready to attack and coverage. Initially, these drills should be controlled by the coach, ensuring that the direction and speed of the ball are within the skill capabilities of the players. Player-oriented drills should only be used if the athletes have the necessary control of the ball and understanding of the systems to ensure that the purpose of the drill is not compromised. Following are two examples of team transition drills:

Activity 1.   Team Serve-Receive to Attack and Coverage

Purpose
To practise team play transition from serve-receive to offensive ready to attack and coverage.

Description
Six players are lined up in service-reception formation. Two players, each holding a ball, are standing at the net on the opposite side of the court located in front of the two hitters (in this case a left side and a middle hitter). A coach (or player) is in the service zone on the opposite court with a bucket of balls.

The drill begins with the coach serving a ball. The ball is passed to the setter (who has switched to the setting position). Players move to their offensive-ready positions. The setter sets the ball to one of the two attackers (in the diagrams; position 4). The ball is attacked by the hitter while the remainder of the players move to their designated positions for attack coverage.
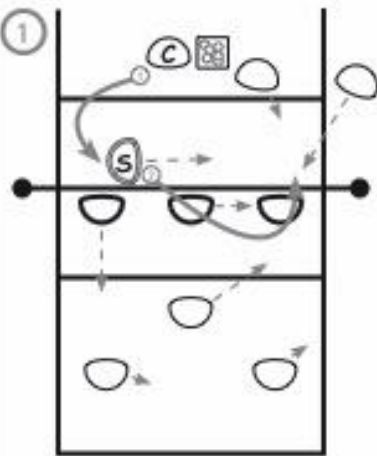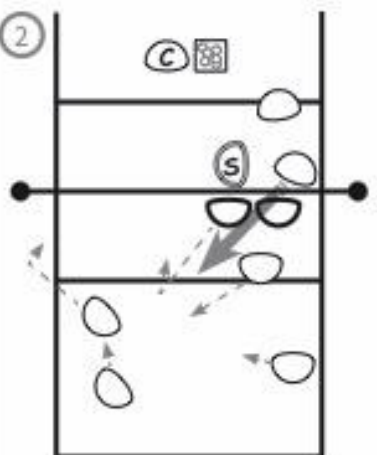
As the attacked ball passes over the net, the coach or player aligned with the hitter (and holding a ball) on the opposite side of the net jumps and tosses a ball to the covering players. This second ball is defended by the covering players and a second attack sequence is initiated to finish the series.

Sets = 6 (one per rotation)
Repetitions = 5

Success Criteria = Players pass the ball accurately, the coverage pattern is correct and the ball is dug up and a final attack is run 80% of the time.

Teaching Points, Common Errors and Corrections
- It is important that initially the coach serve easy balls that go directly to the receivers. As the players' skills get better, consider increasing the difficulty of the serving.
- The players tossing balls back at the coverage must initially toss the ball easily to the covering players and not make it into a "slam dunk" contest. As the coverage improves, the difficulty of the balls can be increased. It is also important that the timing of the toss simulate a blocked ball. The balls should be tossed to the coverage just as the attacked ball crosses the plane of the net.

Activity 2. Team Defence to Attack and Coverage

Purpose
To practise team play transition from defence to offensive ready to attack and coverage.

Description
Six players assume the defensive-ready position on one side of the net while a setter and two attackers are on the opposite side. The coach tosses a ball to the setter who sets one of the two attackers (in this case the left side hitter) to hit against the six-player defence as shown. The hitters and setter then transition to become blockers. The defence attempts to dig the ball and run a counter attack. If the ball is blocked and the coverage digs it up, another attack sequence is run.

Sets = 4 (different combinations of blockers and back-court players for each set)
Repetitions = 10

Success Criteria = Players dig the ball and a final attack is run 70% of the time.

Variations
This drill can be modified by having the coach occasionally make a poor toss to the setter or directly to an attacker which will result in a "free ball". The defensive team must learn to decide which passes will not be attacked and move quickly to the proper defensive positions.

Teaching Points, Common Errors and Corrections
- It is important that the attackers hitting against the defence are not making many attack errors. They must understand that it is their responsibility to hit the ball at the defence and not try to score. If the attackers have trouble hitting the ball full speed then they should tip or hit easy more controlled attacks.

Legend
- ◯ Player
- ◦◯ Player with a Ball
- Ⓢ Setter
- ⌓ Blocker
- Ⓒ Coach
- ···► Player Movement Path
- ─► Ball Movement Path
- ▬► Attack Direction
- 🎲 Ball Basket

Step 6.   **Controlled Scrimmage/Modified Games**
The final step prior to actual competition has the players participating in controlled scrimmages or modified games. This usually involves 6 vs 6 situations with the coach intervening either to provide feedback to the athletes or to control the pace of the action by putting another ball into play, immediately at the end of a rally. Alternatively, special rules can be intro-duced into play to emphasize a particular phase of the game. For example, a team may have to score five times from service reception before they may rotate. This could help to emphasize the serve-receive to attack patterns of play. Generally, it is inadvisable to have many scrimmages without some sort of control being applied by the coach.

Once the systems and transitions are basically understood, steps 1, 5 and 6 should be used on a regular basis to reinforce the learning that has taken place. Gradually, the demands of these drills should be increased until the players can execute the skills at or above the levels required in competition and within the framework of the chosen systems of team play.

Tripleball

Tripleball Sequence

The goal of Tripleball is to promote better skill development through more rallies, increase participation, and encourage meaningful competition and fun.

Overview of the Tripleball Sequence:
a) The game follows a sequence of three rallies (service, tossed ball 1, tossed ball 2).
   * 1st rally – introduced by the server
   * 2nd rally – tossed ball given to the receiving team
   * 3rd rally – tossed ball given to the serving team
b) The service rotates between teams after each three-ball sequence.
c) A team must rotate and introduce a new server when it is their turn to serve.
d) Every ball introduced is worth one point.

Tripleball Diagram
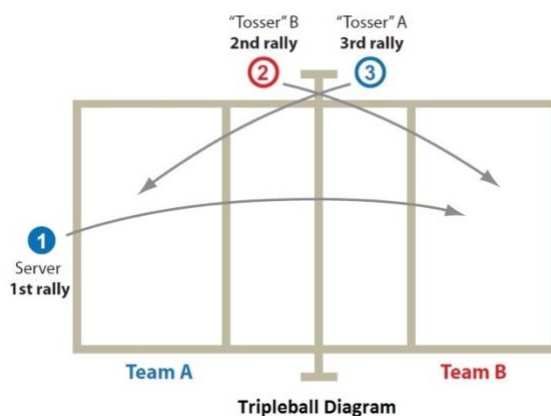
Note:
a) Time-outs cannot occur during a 3-ball sequence. These requests must be made before the introduction of serve.

Guidelines for Tossers:
a) The Head Coach, Assistant Coach or a volunteer may be the "Tosser" and introduce balls to their own team.
b) Balls are tossed underhand with two hands, with little to no spin and above the height of the antennae to allow athletes time to play the ball.
c) The Tosser can step into the court to introduce the ball but must immediately move a safe distance away from the court after the toss.
d) The free ball must be tossed directly to the athlete in the centre back position (rotationally in position 6), otherwise a replay will occur.
e) The free ball will be introduced when the front row players are at the net and ready to transition; the Tosser verbally cues the athletes by calling "Free Ball".
f) Tossers must encourage a fast-paced transition between an end of a rally and the next toss.

Ball Retrievers:
a) It is recommended to have volunteers or athletes who are not involved in the set, to be designated as Ball Retrievers. At the completion of each rally, athletes should be encouraged to quickly roll balls to the Ball Retrievers to speed up the pace of the game.

Tripleball Rules

Standard Volleyball Rules with the following exceptions:

- Tripleball sequence is required.
- Athletes must play the tossed ball with a forearm pass, otherwise a replay will occur.
- No specialization: each rotation will have a different designated setter. The player in position #3 #2, or #1 in service reception will be the designated setter; this position must be noted on the score-sheet by the coach. However, it is strongly recommended that court position #1 only be used for advanced 13U teams capable of adding this level of difficulty without reducing the number of rallies or pass, set, attack sequences.
- No Libero
- No overhand pass on the serve

13U substitution rules:
- All players listed on the score sheet must start the first or second set.
- Substitutions are not permitted in the first or second set. In the case of injury, an Exceptional Substitution may be made. The injured/ill player may not return to the same set, but may return to play in subsequent sets.
- Any line up can be used at the start of the third set.
- Substitution requests can only occur between a three-ball sequence
- Teams switch sides in the third set once a team reaches 8 points. If this occurs during a three-ball sequence then the switch will be made after the sequence is complete.

The 6-3 Offensive System (coach chooses 1 of 3 options below)

Setter in 1
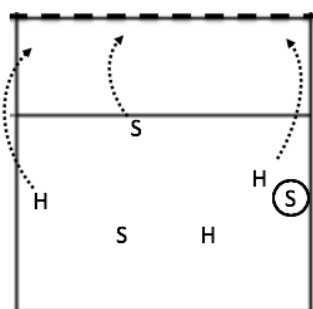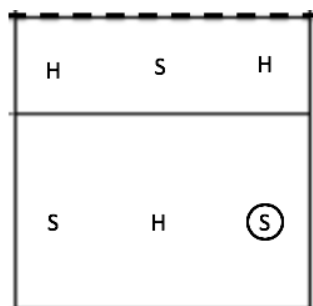
Setter in 6
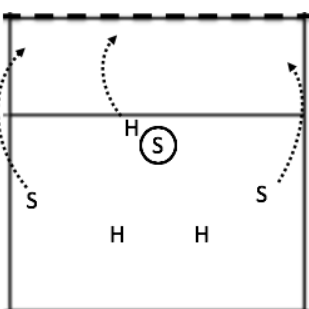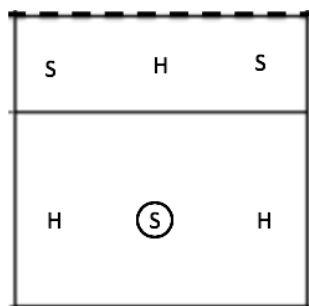
H	S	H
S	H	(S)

S	H	S
H	(S)	H

The 3 setters (S) on the court are not lined up next to each other (H = Hitter). When one of the setters rotates into positions 1 & 6 they become the designated setter. All other positions remain in place (no specialization out of reception).

ADVANTAGES:
- Athletes are exposed to a variety of positions and encouraged to develop a well-rounded skill set.
- Athletes are introduced to the concept of penetrating from the back row to set.
- Setters are tasked with developing front sets and back sets
- Team is able to utilize three front row attackers in all rotations.
- Setters can learn an offence that attacks across all 9m of the net.

CHALLENGES:
- Teams will be required to switch on defence when the setter is in rotation 6 so that the

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Setter in 3
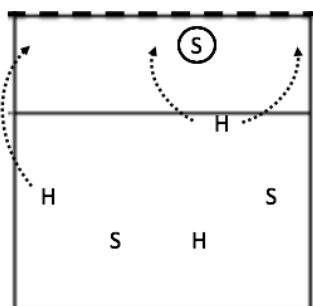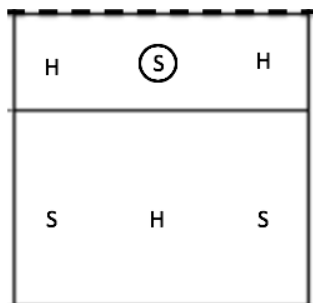
Setter in 2
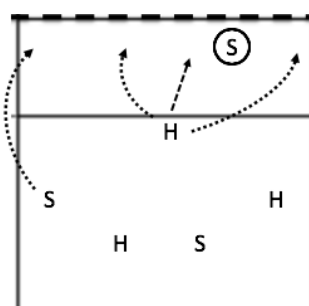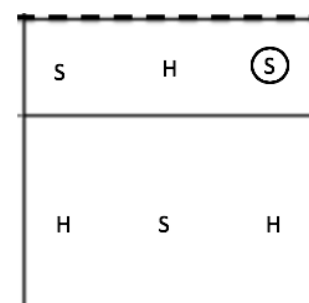
H	(S)	H
S	H	S

S	H	(S)
H	S	H

The 3 setters (S) on the court are not lined up next to each other (H = Hitter). When one of the setters rotates into positions 3 & 2 they become the designated setter. All other positions remain in place (no specialization out of reception).

ADVANTAGES:
- Athletes are exposed to a variety of positions and encouraged to develop a well-rounded skill set.
- Setters are tasked with developing front sets and back sets
- Athletes are introduced to attacking out of position 2 as a right side AND as a middle
- Setters can be introduced to the setter dump/attack
- Teams do not have to switch defensively.

CHALLENGES:
- The team is without three front row attackers for 100% of their rotations due to the front row setter.
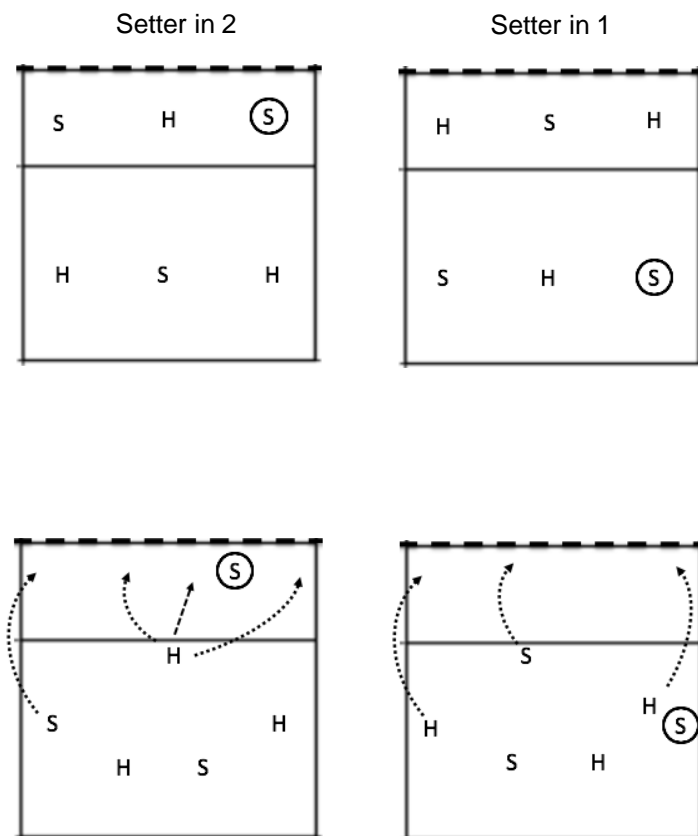
Setter in 2   Setter in 1

The 3 setters (S) on the court are not lined up next to each other (H = Hitter). When one of the setters rotates into positions 2 & 1 they become the designated setter. All other positions remain in place (no specialization out of reception).

ADVANTAGES:
- Athletes are exposed to a variety of positions and encouraged to develop a well-rounded skill set.
- Athletes are introduced to the concept of penetrating from the back row to set.
- Setters are tasked with developing front sets and back sets
- Athletes are introduced to attacking out of position 2 as a right side AND as a middle (sing the step/slide pattern)
- Setters can be introduced to the setter dump/attack
- Teams do not have to switch defensively to accommodate a setter in 1 or 2 situation.

CHALLENGES:
- The team is without three front row attackers for 50% of their rotations due to the front row setter

The 6-2 Offensive System

6-2 (6 hitters and 2 setters)

How it works: 2 setters are lined up opposite each other. Whichever setter is in the back row becomes the setter for that rally. The other players can switch into specialized positions if you prefer, meaning middles switch into position 3 when they are in the front row or leftsides into position 4, etc…

Advantages: There are always 3 hitters in the front row and your hitters should get some great sets with your best 2 setters getting every second contact. As a club, you're also making sure that you are developing multiple setters while at the same time allowing them to work on their attacking abilities.

Disadvantages: Not the best system for developing young athletes (13-14U), because it may specialize players too early in their development.

Recommended age group: Senior High School/16U and up

Training Strength in the Train to Train stage

In most sports, development of the various types of strength (maximum strength, speed-strength, strength-endurance) is difficult to achieve through the sport or activity itself. In addition, certain guidelines must be followed to avoid injuries, particularly among children and beginners.

Specific strength-development methods, as well as particular safety measures that must be considered and implemented, are covered in other NCCP workshops. The following considerations are provided for guidance, and they are aimed at young athletes getting started in strength training.

☐ In general, exercises involve localized muscle masses. In most of these exercises, the resistance is provided by the body weight of the athlete or by relatively light weights.

☐ It is recommended that athletes avoid heavy loads. Ensure that athletes are able to perform at least 12 to 15 consecutive repetitions of each exercise. Under such conditions, strength-endurance becomes the primary ability trained.

☐ The speed of execution must be moderate and controlled; athletes must end the exercise when the quality of execution starts to deteriorate.

☐ It is possible to use jumping or hopping exercises; the speed of execution and muscle contraction are higher, and these exercises will therefore develop speed-strength (muscle power).

☐ Avoid exercises that could excessively overload the spine (compression stress).

☐ While developing strength, aim for muscle balance; for instance, develop both the upper- and lower-body muscle groups, the muscles in front and behind body segments, and muscles on both the right and left sides.

Sample circuit below. Consult a certified Strength and Conditioning coach before beginning any routine.
- Glute Bridges - 10
- Bear Crawls – 20 steps
- Trunk Rotations (windshield wipers) – 5/side
- Downward Dog to High Lunge – 3/side
- 2 rounds

- Forearm Side Plank – 20 sec/side
- Mountain Climbers – 10/side
- Single Leg Hip Hinging – 10/side
- High plank to squat – 10
- 2 rounds

https://www.dropbox.com/s/i7cero337n2z76w/14U%20Strength%20Circuit.mov?dl=0

Athletes/coaches can go from one exercise to the next without any rest and go through 2 times back to back before resting for about 1-2 min before the second group of exercises.
In a practice setting, athletes should not rush the movements and maintain a "quiet" core during the movements. Coaches watch and help with technical adjustments.

Notes on applying a proper Cool-Down…

Evaluation Form – Plan a Practice

	Evidence of Achievement	Yes	No
Safety & Logistics	Identified athletes' ages, abilities, and performance levels		
	If appropriate, identify potential risk factors (equipment, surface, player movements, ball flight; etc.) given activities planned.		
	Outline facilities and equipment required to achieve training goal(s)		
	Provide a timeline for the session's activities		
	Select activities whose duration and general characteristics support the achievement of the session's goal(s)		
	Select activities whose duration and general characteristics are adapted to the age and ability level of the players, as well as the part of the session in which they are scheduled.		
	Plan for an adequate number of activities given the overall duration of the session.		
	Produces an Emergency Action Plan that is consistent with NCCP standards.		
Structure & Linkages with Plan	Clearly identify one or more goals for the practice that are consistent with the training objectives and priorities identified.		
	Indicates key teaching points for each activity.		
	Identify activities for the main segments of the training session: warm-up (general/specific), main part, and cool-down.		
	Describe planned activities through illustration, diagram, and/or explanation.		
	Identify warm-up activities that prepare athletes adequately for the main part of the practice.		
	Include activities that promote the development of cue reading and decision-making, consistent with the players' experience and level of play.		
	Ensure the order of activities is optimal during the session (activities focussing on new learning or improving speed, power and motor abilities must be scheduled early in the main part, when athletes are not fatigued).		

	Evidence of Achievement	Yes	No
Methodology	When Method 1 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
	When Method 2 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
	When Method 3 is used, ensure activities have appropriate cue reading, decision-making, and skill execution characteristics.		
	When Simulated Play is used, ensure activities have appropriate intentions given players' experience, and the stage of skill development they are at.		
	Correctly apply loading parameters (adjustments) where necessary.		
	Ensure activities contribute to the development of skill(s) and that training/practice conditions are appropriate to the stage of skill development (Acquisition, Consolidation, Refinement)		
	Ensure activities contribute to the development of athletic abilities that are important in Volleyball, and that they match the players' physical maturation level.		

Practice Evaluation

Take a few moments to reflect about what you have learned in this workshop, and how you might adjust your approach to <u>teaching</u> in the future. Note your comments or your thoughts in the space below.

Things I learned about Organization and Explanation/Demonstration

Technical things I learned about providing effective Feedback

Technical things I learned teaching Skills and Systems

Provide Support to Athletes in Training Evaluation

	Ensure that the practice environment is safe	Y	N
	Criteria		
1	The coach plans for and uses the facility in ways that reflect an awareness of and control for potential risk factors. The coach ensures that the training area is made as safe as is reasonable and considers the safety of all participants when making decisions about the utilization of facility space.		
2	The coach reinforces and teaches appropriate competitive rules to enable a safe practice environment		
3	The coach continually surveys the practice environment and makes adjustments to activities, participant behaviours, etc. to minimize any related risks.		
	Implement an appropriately structured and organized practice		
4	Is the coach able to follow his/her plan as it is written? Does the written plan conform to what is observed on the court and are the procedures outlined in the plan being respected?		
5	Main practice segments are evident and include an introduction, warm-up, main part, cool-down, and conclusion		
6	All **equipment** is available and ready to use.		
7	**Effective use of time**: The duration of the session's activities, transitions, and of waiting times are adequate given the age and level of the players. Players are engaged in activity at least 50% of the time		
8	Ensure activities contribute to the **development of Volleyball skills** and/or athletic abilities, i.e., the drills, exercises, methods and training load are adequate for the training task identified and suit the level of the players involved.		
9	**Distribution of attention:** *Does the coach regularly look and observe the entire group during drills and play? Does the coach respond appropriately to what he/she sees?*		
10	**Adjustments**: The coach makes appropriate adjustments to activities that are not producing desired results.		
	Responsible Coaching		
10	The coach is dressed in sports attire appropriate for coaching in a volleyball situation.		
11	The coach uses language that demonstrates a respect for participants and other stakeholders.		
12	The coach behaves in a manner that honours sport and respects participants		
13	The coach identifies appropriate expectations for athlete behaviour and reinforces these expectations as required.		
	Make interventions that promote learning		
14	Implementation of Method 1 & Simulated Play Drills As per forms 2-5.		

How to Test Progress

Below is a sample setting skill testing drill, which includes standards and test protocols for 16U. Coaches may use these drills to test and measure skill development over the course of the season. See full excel spreadsheet for details.

Name	1 km/hr	2 km/hr	3 km/hr	4 km/hr	5 km/hr	Attempts	Best time km/hour	16U Standards km/hour
						5		80

Procedure:
1. Each player warms up then serves 5 balls
2. Partner records velocity of serve read out by coach/radar gun
3. Switch roles with partner

Supporting the Competitive Experience

Competitions Basics

Volleyball Etiquette

Good management of a volleyball match begins long before the team arrives at the competition venue. All team members must first have a clear understanding of the rules and etiquette that govern the game. Just as coaches need to teach the athletes all of the skills and systems of volleyball, they must also teach them the rules and etiquette of the game.

In Canada, the rules of the game of volleyball are generally established by Volleyball Canada although individual leagues or conferences may have some individual differences. Consult the annual Volleyball Canada Rule Book for the general rules governing the game. For league variations, contact the appropriate league authorities.

In addition to the written rules of the game, there is much etiquette that has developed to make the game a more enjoyable experience for all participants. Below are some of the key points of etiquette that the coach should teach to volleyball players.

Warm-up Etiquette
During the normal 10-minute on court warm-up, both teams usually form attack lines in the court at positions 3 and 4. After the 4–5-minute mark, the teams move the attack line to court positions 2 and 3. In this case, both lines of players of each team hit the ball to position 5. After 8 minutes of court time, both teams are allowed to serve for 2 minutes.

When a team is hitting along with the opposition during a match warm-up, both teams will hit the ball to position 1 of the opposition's side of the court (commonly referred to hitting the ball "down the line"). This will ensure that athletes from both sides do not get hit by an attack. When the teams are hitting from the middle position (court position 3), they should also hit to position 1 of the other side. This is assuming both teams are on the court for their 10-minute on court warm-up.

An alternative to the above 10-2 warm-up format, is the 5-5 warm-up format. Each team is allowed 5 minutes on the entire court while the other team is off the court. Teams usually use this time to warm-up their attacking and serving skills. The team not on the court is usually involved in serve-receive drills behind the hitting team's baseline. Coaches should check league or tournament rules for specific warm-up format details.

If a volleyball goes into the opposition's court, it should be retrieved immediately. Do not leave the ball in their court.
If an opponent's volleyball comes onto your court, return the ball to the person who claims it. If no one claims it, roll the ball toward their bench. To prevent injury, DO NOT roll the ball back onto their court.

Promptly clear the court when the official asks upon conclusion of the allotted warm-up period. At the end of the warm-up, collect all of your team's volleyballs and roll any of the opponent's balls toward their bench.

Match Etiquette
When the referee calls for the teams to line-up along the baseline, the captain should stand on the right hand side of the baseline (near the serving area). The other five or six athletes (six if

the Libero position is being used) should be to the captain's left. If the Libero position is being used, once the players are called into the court by the referee, the Libero moves outside of the court (along the sideline near their team's bench). After confirming the starting locations for all players the official will signal the Libero to enter the court if a player is to be replaced for the first rally.

The only athlete who can ask the referee or umpire a question is the captain. If the team has more than one captain, it is the floor captain (the one who is the designated on the court) who can ask for clarifications or interpretations. If the coach has a question, it must be asked by the captain.

It is unsportsmanlike to talk across the net to the opposition during a match.
At the end of each set, teams line up along the baseline with the captain to the right of the other athletes. At the whistle, the athletes jog in a counter clockwise direction around the court to the other side of the court and then proceed directly to the bench on that side of the court. The coaches and players not on the court are also required to change benches.

Post-Match Etiquette
At the end of the match, the athletes line up on the baseline (just as at the beginning of a set). The referee will then whistle for the teams to come to the net and shake hands. Players should also shake the hand of each official.
In some regions of the country, a team cheer for the opposition is given and then the two teams shake hands.
The captain must sign the score sheet at the end of the match.

Although it is the captain's responsibility to thank the officials, the coach should also thank them for their services. Regardless of the result of the match, this gesture from the leaders of the team will provide the other members with examples of sportsmanship.

Since the athletes' personal development is one of the goals of most coaches, teaching the players the value of sportsmanship, in as many environments as possible, is a great benefit. Regardless of the outcome of the match, all team members must exhibit proper behaviours on and off the court. The athletes will usually behave in a manner similar to that which the coach exhibits in practice and in match situations. The players must know exactly what behaviours are expected from them, and one of the best times to inform them of these expectations is in the practice environment.

Pre-match activities
Before a team begins to play a match, the coach needs to prepare the athletes to compete. There are a number of pre-match tasks the coach must do that will provide the team with the best opportunity to achieve their highest level of performance. Following are the duties most often performed by a volleyball coach prior to the beginning of the match.

Pre-Match Meeting
A team meeting is usually held prior to the match assuming time permits. The meeting should take place early enough so that after its completion the players have sufficient time to properly warm-up for the match. The coach will review the game plan with the athletes; the amount of information disclosed varying according to the age of the players. For example, with a young team, such as a junior high school, the coach will review the one or two main goals that the team has been working toward all week in practice. An older team, such as an 18U club team,

will be able to handle more information. Along with the team goals, the meeting could include a strategy which will be used to defeat the opposing team.

The meeting may also include some time for psychological preparation when the coach can focus on preparing the players mentally for the upcoming match.

After the meeting with the entire team, the coach may wish to have individual talks with some of the athletes. These may involve any individual assignments, goals or tactical considerations for a specific player. Often the coach and team captain will meet regarding the coin toss. Advantages of choosing to start with the serve or a particular side of the court are outlined. The choice will be based upon: location of any barriers above the court (such as basketball nets), gym lighting, who is serving first, crowd concerns or even team superstitions.

Pre-Match Warm-up

Before a match starts, each athlete on the team should go through a warm-up routine to prepare for competition. Often there are time and court access constraints that demand that the warm-up be concise and effective. Therefore, as a part of preparations for competition, the team should rehearse their match warm-up activities. Rehearsing the warm-up will make the athletes feel comfortable with the routine and able to execute it easily.

Generally, a warm-up for a match should consist of the following elements:
1. Raise the body temperature to performance levels. Usually, this is accomplished with a light run.
2. Dynamic movements.
3. Volleyball ball skills. This will usually involve the athletes doing a basic ball handling drill (e.g. "pepper" which is explained in Chapter 14), a drill involving attack and, some serving.

It will take a minimum of 20 minutes to properly complete this type of warm-up. If the playing schedule of the competition provides less than 20 minutes on the court, the coach should complete the first one or two elements prior to gaining access to the court.

The coach's responsibilities for the warm-up will vary depending on the level of the program. If the head coach has an assistant coach capable of running the warm-up, then the head coach can prepare for other duties before the match. If assistance is not available, then the head coach may be physically involved in executing certain coaching skills such as tossing for attack and serving for service reception.

Roster and Line-up Forms

Prior to each match, the coach must provide the scorekeeper(s) with their team roster and prior to each set, a starting line-up. The roster—usually consisting of no more than 15 players—must be submitted to the scorekeeper before the coin toss takes place. The coach may find it easier to have a roster typed and copied in advance to simply hand to the scorekeeper. The starting line-up for each set is placed on a rotation card, signed, and given to the umpire or scorekeeper.

Pre-Set Meeting

The final task the coach should complete prior to each set (game) of a match is to give the team any final messages before the starting line-up enters the court. The information provided at these times will often be situational. Typically, the coach will announce the starting line-up, remind the team of the match goals, review any plans for the set, and possibly provide a motivational thought. Especially for a younger team, the best philosophy is to keep it short and simple. Let the athletes play!

Match Activities

Bench Player Management
The responsibilities of the players who are on the court have usually been outlined in the match plan, but those athletes not playing at any point in the match must also clearly understand the duties that are expected of them. Will the extra players participate by taking notes or statistics, or will they be monitoring the opposition to help their teammates who are playing? The coach needs to assign these duties, and also give the players tasks to perform when the teams change sides between the sets. Will the players on the bench move the bags to the other bench, or talk to the players on the starting line-up regarding what they observed during the last set, or both? The manner in which the bench is managed will be determined by the coach and should be explained at a practice prior to the match.

Match Communication
Despite all of the communication between players and coaches that has taken place prior to a match beginning, there are still times when the coach is required to intervene. There are generally three different times when this process of intervention can happen:

Time-Outs
A team has two, time-outs per set, that can be used by the coach to intervene in the match. Time-outs may be used to:
Break the opponents' momentum when they score several points in a row. A good general rule to follow is that when the opponents score three straight points a time-out should be called. Give tactical or technical information to the players. The coach may want to re-emphasize the game plan or notify players of a change in the tactical plans. They may also alert players to minor problems they observe with a player's technique.

Re-establish the players' confidence or good mental state that may have been lost.

Give the athletes a rest.

Regardless of the rationale for the time-out, the coach must be brief, clear and to the point during the brief time allotted for time-outs. Time-out management and strategies must be developed and practiced ahead of time. Such matters as thirst quenching policies should be discussed prior to any match to maximize the effectiveness of time-outs.

Substitutions
A coach can intervene during a game by making one or several player changes. For each set of a match, the coach can make a total of six substitutions. A coach may choose to change the players on the court for one of the following reasons:

1. To replace a player experiencing difficulties executing a particular skill or skills. However, frequent use of substitutions for this reason may lead to lower levels of confidence. This is especially true at the developmental stages of a younger or inexperienced player.
2. To take advantage of the special skills of a player who is on the bench. A player may enter the match to play a specialized role such as blocking or passing.
3. To disrupt the flow of the game and allow the athletes a chance to regroup. This is beneficial if all of the time-outs have been used.

4. To pass along tactical information to the other members on the court.
5. To remove an injured player.

The rationale for making substitutions should be planned ahead of time. Just as the line-up should be determined before the match begins, the substitutions must be thought out and evaluated prior to competition.

Giving Instructions from the Bench
Coaches are permitted to talk to the players, who are on the court, from the bench. When taking advantage of this, the coach should:
1.Make remarks between rallies that are positive and reassuring allowing the players to play without distracting comments.
2.Keep messages short and clear.
3.Limit the number of times comments are made.
The coach has to develop and implement a philosophy for the type and amount of intervention!

End of match activities

Cool-down
After a match, the coach must ensure that an appropriate cool-down is done by the team members. The competition schedule may force the team off the court immediately after the match, but a cool-down should still be conducted, even if it is off the court.

Post-Match Meeting
Following the completion of the cool-down, the coach will usually conduct a post-match team meeting. This should be a brief talk that can be used to exchange thoughts about the match. The length of the meeting should be limited to 5-10 minutes, and it should end on a positive note. Regardless of the outcome of the match, the coach should provide an environment to allow general comments about the match, and evaluation of the team's goals for the match. These comments should be related to the level of performance of the team, and not the result. Especially after a less than desirable performance, the comments should be constructive in nature to help the athletes for the next match, and more importantly, for the next set of practice sessions.

Coaches should be honest with themselves prior to the meeting. Regardless of any personal feelings, they must exhibit a calm manner, and provide support to the team as a whole as well as to individual players who may not have had a great performance. Again, the emphasis at the developmental level is on performance and not results. This is to ensure that the players leave the competitive environment on a positive note, and as members of a team.

Conclusion

Good match management is required to give the team the opportunity to demonstrate the skills that have been acquired during the athletes' many hours of practice. A good volleyball coach will take the time to develop sound management principles and practices for volleyball competitions.

LTAD Competition Guidelines

Does your team apply an LTAD recommended game format for their stage of development?
Do your players specialize by position according to LTAD guidelines?
Does your team apply one of the LTAD recommended offensive and defensive systems?
Does your team have and appropriate roster size according to the T2T guidelines?
Does your team apply the T2T guidelines for playing time?
Does your team's type of competition adhere to the T2T guidelines?

COMPETITION GUIDELINES	
Game Format	YEARS 1 & 2: Tripleball if required in your region or if fewer than 50% of serves result in a 3rd contact (attack). YEARS 3 & 4: Standard Volleyball
Position Specialization	YEARS 1 & 2: no specialization or play 2+ positions. YEARS 3 & 4: No Libero (boys)
Team Systems	YEARS 1 & 2: 6-6, 6-3, or 4-2 Offensive Systems. 6-up or 6-back Defensive System YEARS 3 & 4: 6-2 or 5-1 Offensive Systems. 6-back Defensive System
Roster Size	12 players. Teams may also benefit from training as a larger group of 20 (with 2-3 courts) then splitting into two groups of 10 for competition. This method encourages a quality practice environment and more playing time for each player.
Playing Time	YEARS 1 & 2: Fair Play rules apply. YEARS 3 & 4: Coaches can balance providing playing time for all players, and identifying roles for all for culminating competitions. For example, 75% of the season, playing time is equal, then in the final 25% of the season player roles are identified.
Competition Level	YEARS 1 & 2: primarily local and some provincial. YEARS 3 & 4: some local, some provincial, and some interprovincial.

Supporting Players in Competition

The role and the importance of competition for young players

After answering the LTAD Competition Guidelines that presents Volleyball Canada's perspective on competition, take a few moments to reflect on the guidelines and record your point of view.

My initial reaction after reading the guidelines is:

(   ) I agree completely   (   ) I agree, but …   I strongly disagree (   )

A few key points to explain my position:

Individual Reflection: The role and Importance of Competition in Young, Developing Players

Take a few moments to reflect about important aspects that were raised during the discussions on the competitive experience and young players. Record the issues that you would like to address or the ideas that you would like to implement.

Action Card 1

Date: _____

I will START:

I will CONTINUE:

I will STOP:

Action Card 2

Date: _____

I will START:

I will CONTINUE:

I will STOP:

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Internet links

International Volleyball Federation: http://www.fivb.org/

Volleyball Canada: http://www.volleyball.ca/

Volleyball Canada Development Model: http://vcdm.org/coaches/view/all-ages

Volleyball Canada's Skills Page: http://coach.volleyball.ca/index.php?page=255

Appendix 1

Practice Plan

Goal:			Physical:	
Season/Phase:		**Week:**	**Psychological:**	
Training Load: ↑, ↓, →		❑ **EAP**	**Life Skills:**	
Time	**Objective**	**Stage/Method**	**Teaching Points**	**Drill**

Practice Plan

Goal:			Physical:	
Season/Phase:		Week:	Psychological:	
Training Load: ↑, ↓, →		❑ EAP	Life Skills:	
Time	**Objective**	**Stage/Method**	**Teaching Points**	**Drill**

Practice Plan

Goal:			Physical:	
Season/Phase:		**Week:**	**Psychological:**	
Training Load: ↑, ↓, →		❑ **EAP**	**Life Skills:**	
Time	**Objective**	**Stage/Method**	**Teaching Points**	**Drill**

Drill Plan

PURPOSE:
TIME OF ACTIVITY:
EQUIPMENT:
SAFETY:
EVALUATION:

Skill(s)/Variation(s)	Key Cues	Key Decisions

DRILL NAME HERE
Warm up Description:
Execution Criteria:
Key Teaching Points:
Variation:
Adjustments: Easier: Harder:

Drill Plan

PURPOSE:
TIME OF ACTIVITY:
EQUIPMENT:
SAFETY:
EVALUATION:

Skill(s)/Variation(s)	Key Cues	Key Decisions

DRILL NAME HERE
Warm up Description:
Execution Criteria:
Key Teaching Points:
Variation:
Adjustments: Easier: Harder:

Drill Plan

PURPOSE:	
TIME OF ACTIVITY:	
EQUIPMENT:	
SAFETY:	
EVALUATION:	

Skill(s)/Variation(s)	Key Cues	Key Decisions

DRILL NAME HERE
Warm up Description:
Execution Criteria:
Key Teaching Points:
Variation:
Adjustments: Easier: Harder:

Making the Linkage between Stages of Skill Development and Methodology

STAGES of PLAYER LEARNING/DEVELOPMENT		CUE READING & DECISION-MAKING PROGRESSIONS
Initiation	**Acquisition**	
What it is, and what to expect as a coach…		
The first contact the athlete has with a particular skill. The athlete may have no idea of what to do to perform the skill.	The early stage of learning where the athlete becomes capable of (1) coordinating key components of movements and (2) executing them in the correct order, thus performing a rough form of the skill. The movements are not well synchronized or under control yet, and they lack rhythm and flow. The execution is inconsistent and lacks precision. The athlete has to think about what he or she is doing while performing the skill. Both form and performance tend to deteriorate markedly when the athlete tries to execute movements too quickly or is under pressure, as may be the case in a competitive situation.	Should be fairly limited at these early stages, yet nonetheless be incorporated into tasks. **Method 1/Acquisition drills:** Focus should be predominantly on self, immediate surroundings, and target. Coaches should insist that athletes focus on aspects such as: awareness of position of own body or body part(s) before executing the skill (not during execution); awareness of own position on the court (all times); location of target or partner; awareness of ball position; assessment of ball velocity and trajectory. Decision-making will primarily involve aspects such as: remaining on the spot vs moving right, left, front or back to perform the skill; direction in which the ball should be hit; level of force and speed to be applied when contacting the ball.
At this stage, athletes need to…		
Have a clear mental image of what correct execution looks like (good demonstrations). Understand the fundamental positions, stances, and patterns involved in the action. Feel safe when performing the skill. Reach a comfort level with some movements or feelings that may be unfamiliar and that are part of the skill to be learned.	Understand clearly what they have to do, why it fits into the 'game concept', and have a good mental picture of the task about to be performed. Perform a lot of repetitions of the **whole skill** at their own pace and under conditions that are relatively stable, easy, and safe. Practise on both sides, if appropriate. Learn how to shift their attention quickly and cyclically from the ball to their surroundings. Find some solutions by themselves through trial and error, based on some feedback from the coach.	
When Playing the Game (Simulated Play during practice, or competition)…	See recommendations on the following pages.	

Guidelines: Using Simulated Play with players who are *New to the Game*

Purposes
- give players an opportunity to enjoy the game

- learn about the game itself

- increase understanding of the game

- learn the rules

Suggested formats
Alternate acquisition drills/activities with Simulated Play.
Modify the game or set restrictions to increase the use of the skills being learned (e.g. 2 vs 2, short court, passing and setting only, game to 7).
Use skills that are associated in the cycle of actions (e.g., serving and passing; passing and setting; setting and attacking; etc.).

Exploit teaching moments to introduce key concepts about rules, cycle of actions (becoming familiar with the phases of play and what must be done in each), how to use the skill during play, etc.

Guidelines: Using Simulated Play with athletes who are in the Acquisition stage
for some (or all...) skills - but have some playing experience

Purposes
- give players an opportunity to enjoy the game
- further the understanding of the game and the rules
- nurture a competitive attitude
- add new challenges for players
- assess players ability
- prepare players for competition

Suggested formats
Alternate acquisition drills/activities with Simulated Play. Increase number of skills that are associated in the cycle of actions.
Modify the game or set restrictions to increase the use of the skills being learned (e.g. 4 vs 4, hitting line only, game to 11).
Use all skills i.e. those being learned and those athletes are already familiar with.
Reward players for correctly executing the skill during Simulated Play.

Continue exploiting teaching moments to introduce or reinforce understanding of rules, cycle of actions (phases of play and what must be done in each), how to use the skill during play, etc.

Guidelines: Using Simulated Play with athletes who are in the Acquisition stage

for some skills - but have a fair amount of playing experience

Purposes
- give players an opportunity to enjoy the game
- nurture the competitive attitude
- provide challenges for players
- assess players' ability
- prepare players for competition

Suggested formats

Alternate acquisition drills/activities with Simulated Play. Use all skills that are associated in the cycle of actions when possible.

Modify the game or set restrictions to increase the use of the skills being learned (e.g. 6 vs 6, tooling the block gives 2 points, game to 25).

Use all skills i.e. those being learned and those athletes are already familiar with.

Reward players for correctly executing the skill during Simulated Play.

Continue exploiting teaching moments to introduce or reinforce understanding of tactical concepts, both individual and team, and how such concepts fit within each phase of play of the offensive and defensive cycles of actions.

Integrating Cue Reading and Decision-Making into Skill Development

STAGE of PLAYER LEARNING/DEVELOPMENT: CONSOLIDATION	
What it is, and what to expect as a coach…	**CUE READING & DECISION-MAKING PROGRESSIONS**
The athlete can execute the movements or the skill with correct form. Movement control, synchronization, and rhythm are good when performing the skill under easy and stable conditions. The movements can be repeated consistently and with precision under these conditions. Some elements of performance can be maintained when the athlete is under pressure, conditions change, or demands increase, but performance remains inconsistent. The athlete begins to develop a more personal style.	Athletes must continue to focus on self, immediate surroundings, and target. However, in Steps 2 and 3, the goal is to expand and build the player's decision-making capacity, so that he/she can produce a response that is both correct and well executed when presented with specific cues. **Method 2/Early Consolidation Drills - The skill/action is used under "directed play conditions"; the coach provides specific cues that the player(s) must read correctly, then make the right decisions, and then execute the related skill(s).** The coach must first explain the pattern of the drill, how it "connects" with a game situation, what the cues are, how to read/interpret them, and what a "good decision" would be under the circumstances. Initially, the coach selects 2 cues. He or she then creates situations whereby the player(s) is/are presented with one of these cues; the player(s) must read the cue correctly and produce the proper response, i.e. make a good decision + execute the skill correctly. Initially, the options are therefore limited (cue A or cue B; and decision A or Decision B). *Important: It is preferable to give the same player(s) multiple repetitions before switching roles, as this allows them to assimilate more efficiently the « problem-solving process » of the drill. When the athlete(s) is/are comfortable (rate of success is about 70 % or 2 out of 3), the exercise may be "loaded" (see table for loading options) and/or more options may be introduced (i.e., Cue C, Cue D, etc.).*
At this stage, athletes need to…	
Be exposed to a variety of situations and perform a lot of repetitions under varied conditions. Have clear objectives for both form (correct execution) and the result of actions. Be challenged by more complex and demanding tasks or conditions, and find more solutions through trial and error, based on less frequent feedback from the coach. Practise the movements or the skill in conditions where fatigue prevails or that replicate competitive demands, and deal with the consequences of errors.	**Method 3/Late Consolidation Drills** - Athletes must now read cues, make decisions, and execute the skills **against a "live opposition" BUT they benefit from a slight "time or space advantage" at the beginning of the drill**. This increases the probability that the player(s) will be successful but forces them to read cues and make decisions quickly, and with some element of pressure being present. Some key decisions players must make include: (1) selection of adequate action(s) to perform given the play situation; (2) choosing optimal timing for execution; (3) determining optimal trajectory and direction to impart the ball; (4) choosing optimal position on the court relative to teammates, opponents, and the net.
When Playing the Game (Simulated Play during practice, or competition)…	See recommendations on the following page.

Guidelines: Using Simulated Play with athletes who are in the Early Consolidation
stage for some skills - and have playing experience

Purposes
- give players an opportunity to enjoy the game
- further the understanding of the game and the rules
- nurture a competitive attitude
- add new challenges for players
- assess players ability
- prepare players for competition

Suggested formats
Vary Method 2 drills/activities (and other methods as necessary) with Simulated Play. Use all skills that are associated in the cycle of actions when possible.
Modify the game or set restrictions to increase the use of the skills being learned (e.g. 6 vs 6, digging the ball to the centre of the court gives one additional point, game to 15).
Use all skills i.e. those being learned and those athletes are already familiar with.
Reward players for correctly executing the skill during simulated play.
Continue exploiting teaching moments to introduce or reinforce understanding of tactical concepts, both individual and team, and how such concepts fit within each phase of play of the offensive and defensive cycles of actions.

Integrating Cue Reading and Decision-Making into Skill Development

STAGE of PLAYER LEARNING/DEVELOPMENT: FINAL STAGE of CONSOLIDATION & REFINEMENT	
What it is, and what to expect as a coach…	**CUE READING & DECISION-MAKING**
The athlete can execute the movements in a way that is very close to the ideal in terms of form and speed. The performance is very consistent and precision is high, even under very demanding conditions and in situations that are both complex and varied. Only minor fine-tuning may be necessary to achieve optimal execution, and a fairly personal style is established. All components of the movement have been automated, which enables the athlete to focus on the environment while performing and to make rapid adjustments as necessary. The athlete can reflect critically on his or her performance to make corrections.	**Simulated Play/Refinement Drills -** At this stage, the players must become capable of reading cues, making decisions, and performing the skills correctly (1) under variable conditions that replicate typical game conditions and intensity, or (2) when they are exposed to the most challenging competitive situations that can be faced at their level of play. To provide an adequate challenge, the coach must create complex and demanding situations whereby the athletes are required to: • Perform correctly in **game-like conditions**. • Read cues, make correct decisions, and use the skills in simulated game conditions, **but in disadvantaged situations** (e.g. late start relative to opposition; outnumbered situation; etc.)
At this stage, athletes need to…	
Reflect critically on their own performance after the action. Learn how to adapt and solve the problems they encounter on their own.	
When Playing the Game (Simulated Play during practice, or competition)…	See recommendations on the following pages.

Guidelines: Using Simulated Play with athletes who are in the Late Consolidation
stage for some skills - and have playing experience

Purposes
- give players an opportunity to enjoy the game
- further the understanding of the game and the rules
- nurture a competitive attitude
- add new challenges for players
- assess players ability
- prepare players for competition

Suggested formats
Vary Method 3 drills/activities (and other methods as necessary) with Simulated Play. Use all skills that are associated in the cycle of actions when possible.
Modify the game or set restrictions to increase the use of the skills being learned (e.g. 6 vs 6, slowing down the ball on a block gives one additional point, game to 25).
Use all skills i.e. those being learned and those athletes are already familiar with. Reward players for correctly executing the skill during simulated play.
Introduce new tactical concepts, both individual and team, involving the skill; continue exploiting teaching moments to reinforce understanding of how the various tactical concepts the athlete has been exposed to fit within each phase of play of the offensive and defensive cycles of actions.

Using Simulated Play with athletes who are in the Refinement stage for some skills - and have playing experience

Purposes
- give players an opportunity to enjoy the game
- further the understanding of the game and the rules
- nurture a competitive attitude
- add new challenges for players
- assess players ability
- prepare players for competition

Suggested formats
With this type of athletes, most of the activities used during practice will likely involve Method 3 drills and Simulated Play. All skills that are associated in the cycle of actions must be used when possible.
Modify the game or set restrictions to work on specific individual or team tactics, and practice the implementation of game plans.
Use Simulated Play to replicate specific game situations in which athletes have to make appropriate tactical choices under some pressure (e.g., team down by 3,

the serve has to be in, and difficult enough to pull the opponent's setter off the net).

Method 1
- Initiation/acquisition
- Learning how to execute the skill
- Skill performed in isolation
- Own pace/no pressure
- Limited CR – DM (S, B)
- Highly predictable conditions during execution.

Method 2
- Early consolidation
- Using the skill in deliberately chosen common game situations ("excerpts" of each Phase of the Cycle of Action in which skills can be called upon)
- Such situations may begin "artificially" to ensure they happen as they should
- Some but limited pressure
- Some but limited uncertainty
- Selected cues must be dealt with (Self, Ball, Others, Situation)
- Situations feature limited DM options (2 initially: binary)
- Systematic exposure to most/ all cues and DM options associated with the use of the skill

Method 3
- Late consolidation
- Creating conditions whereby the skill can be used in targeted game-like situations connected to a Phase of the C of Actions
- Manipulating conditions to ↑ probability that certain critical situations will occur
- Pressure to succeed must be present
- Easy or moderately challenging game situations are created for the players directly involved in the Phase of play targeted (this can be accomplished by giving them an advantage at a critical moment during play)
- Fair degree of uncertainty: nobody really knows how the play will ultimately develop ...
- Several (or all) game-specific cues pertaining to the situation may have to be dealt with as the play develops
- For most skills except the serve, this will force several unpredictable DM options to materialize during the action
- Both sides « play until a point is scored »

Game
Pressure
Unpredictability
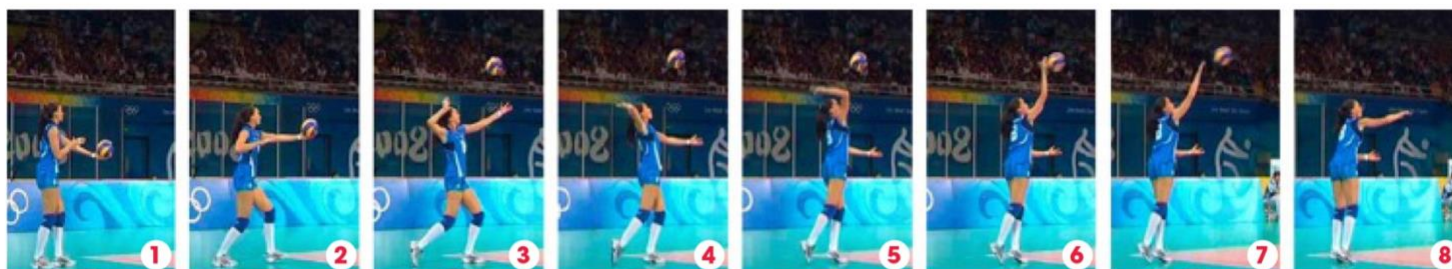Randomness
All types of cues and decisions

But...
Athletes will only play with what they've got...

Lowest → Moderate → High → Highest

Loading   *Loading*   *Loading*

Continuum of specificity (relative to a game)

Appendix 2

Skill Descriptions

Standing Float

Pre-contact phase

1. Start with the weight on the back foot, holding the ball with the non-dominant arm around hip height or higher.

2. Transfer the weight by taking a small step forward with front foot, eyes focus on the ball for the entire toss.

3. The back foot drags. The elbow of the contact arm is above the shoulder.

4. The ball is tossed low with the non-dominant hand, which points to the ball until just prior to contact. Hips and shoulders rotate to be square to the target, followed by the elbow and hand.
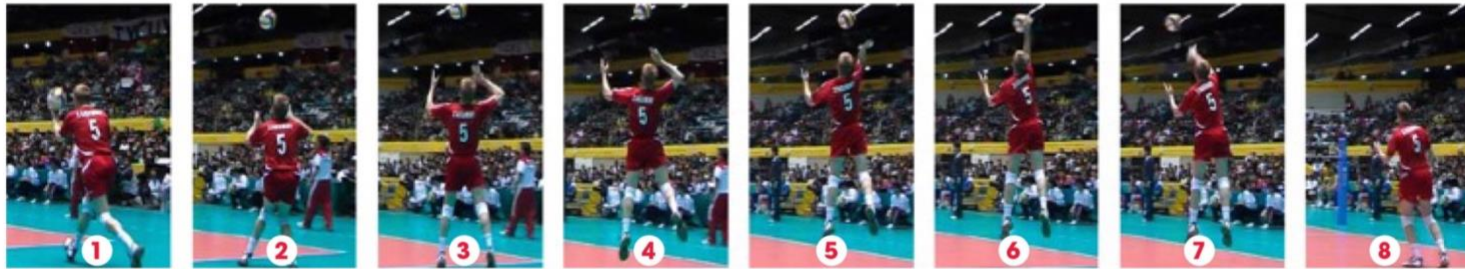
Contact phase

5. The player must remain "tall" with limited back bend.

6. The wrist should be "locked' at contact, and the ball is hit with an open palm.

7. The hitting arm is straight and remains high upon the finish. The back foot drags forward. The ball is in line with the hitting shoulder.

Post-contact phase

8. The hand stays high with an open palm to target upon finish; the back foot comes close to the leading foot.

9. Toes, hips, shoulders and the palm face the target direction; the player then moves into a defensive position.

Source: Volleyball Canada. Photos provided by FIVB

Jump Float Serve

Pre-contact phase

Server starts far enough behind the end line to be able to do a three-step approach (typical spike approach pattern (see Attacking). The server begins the approach with a **first step with the left foot**. The ball is held with one or two hands in front of the body.

1. The second step is taken with the **right foot as the server picks-up speed**. As the right foot moves forward the arms lift the ball up and the **release happens as the right foot touches the floor**.

2. The left foot comes around as the takeoff step and **plants in front of the right foot** with enough distance between them to allow the server to **drift into the court** as they serve. The arms go up to help with the jump after releasing the ball.

3. The ball is **in front of the hitting shoulder,** which is pulling back as the hips open to get ready for the hit.

4. The server is in the air with the left arm leading and the **right arm pulled back in a ready-to-hit position**. The hand is open with the **wrist stiff.**
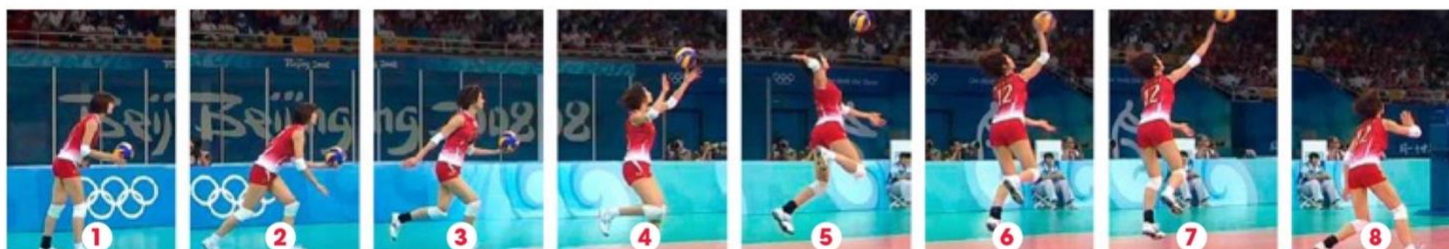
Contact phase

5. The **abdominal muscles initiate the rotation**. The right hand swings towards the ball and the left arm drops.

6. The hand contacts the **back of the ball, slightly below center, with the palm of the hand.** The contact is made as high as possible with the body being straight in the air.

Post-contact phase

7. The arm **follows through in the direction of the target**. The shoulders and hips now face the direction of the serve.

8. The server **lands inside the court**, balanced on both feet and continues to move into the defensive position on the court.

Source: Volleyball Canada, Photos FIVB

Jump Float Step Serve

Pre-contact phase

1. Server does their **pre-serve routine**. Ball is in non-dominant hand and the server is deep enough to make a three-step approach.

2. The server starts their approach with the **non-dominant foot at a 45-degree angle**. The ball is still held in front of the body.

3. The second step is taken with the dominant foot as the player **picks-up speed**. The hitting arm is behind the body as it would normally be while running but is prepared to move up into ready-to-hit position.

4. The **non-dominant foot becomes the take off step** as the ball leaves the hand of the server in a **low toss**. The eyes are focused on the ball. The shoulders are still at a 45-degree angle and the dominant hand is **lifting above and behind the head**.

Contact phase

5. The arm that tossed the ball **starts lowering down as the abdominal muscles initiate the rotation** of the body to bring the dominant hand on the ball. The hitting hand is **open with a tight wrist**.

6. The ball is contacted **in front of, and in line with the hitting shoulder**. Ideally, there is a **straight line** from the contact point through the shoulder and through the hip. The hips and shoulders now face the direction of the serve.

Post-contact phase

7. The arm stays extended as it **follows through in the direction of the serve**. The legs get ready for landing.

8. Landing is balanced with the non-dominant foot touching ground ahead of the non-dominant foot. The server lands in a running stride and **moves into a defensive position**.

Source: Volleyball Canada

Jump Spin - Power

Volleyball Canada

Pre-contact phase

1. Server starts approximately 3 meters behind the end line to **allow for a full approach**. Server steps forward with the right foot and **tosses the ball in line with the hitting shoulder** and the approach angle. At the moment of releasing the ball, there is a wrist flick that gives some **forward spin** to the ball.

2. The toss is quite long in distance so the server picks-up speed as he steps forward with the left foot. Both arms are in front of the body and the **eyes are on the ball.**

3. The server identifies the quality of the toss and **takes a big right step towards the ball** while lowering their center of gravity. (This step is used to adjust to the toss). At the same time, both **arms are drawn backwards**.

4. The approach ends with the left foot planted in front of the right foot to **allow some forward drifting**. As the left foot plants and both legs push hard into the floor, **both arms swing upward**. The server jumps with the left arm leading.

Contact phase

5. After take off, the hitting arm, with a high elbow, draws back which **opens the shoulders and hips to the ball** ("bow and arrow").

6. The abdominal muscles rotate the body. The **left arm is pulled down by the side of the body as the right arm swings towards the ball**. The contact happens in line with the right shoulder. The hand hits the back/top of the ball to give it **topspin**.

Post-contact phase

7. The hitting arm **follows through in the direction of the serve** and the shoulders bend forward.

8. Landing is balanced on both feet, drifting two or more meters inside the court, followed by **defensive readiness**.

*Both the Jump Spin Power Control Serve and the Jump Spin Power Serve are similar with the exception that the Control Serve is more directional and tactical rather than 'power' focused.

Source: Volleyball Canada. Photos provided by FIVB

Basic Passing

Pre-contact phase

The passer is in **basic ready position**. **(A)** The feet are **slightly wider than shoulders and are in line with the flexed knees**. The trunk is slightly bent forward with arms and shoulders relaxed in front of the body. The shoulders are square to the server. The athlete is comfortable and **able to move easily** in any direction.

The passer reads the server and **quickly identifies the direction and trajectory** of the serve.

The passer moves in a **horizontal plane to get behind the ball** with little movement up and down.

Once behind the ball, the athlete should brake-step with both feet and have the **foot closer to the target in front** of the other. **(D)**

As the passer stops, the hands come together and the arms extend to ensure a **flat platform**. **(B)** The **elbows are away from the stomach** as the arms form a 90-degree angle with the torso. **(D)** The trunk has a forward lean.

Contact phase

1. The arms are straight. The shoulders are relaxed and **oriented towards the target**. The **angle of the platform** is the most crucial part of the pass **(C)**. At the moment of contact, the body is slightly leaning towards the target, which means that the **weight is being transferred to the front foot (E)**. The ball contacts both forearms at a point slightly above the wrists.

2. The action of the arms is a slight upward and forward swing towards the target, which means the shoulders lift towards the ears. **(E)**
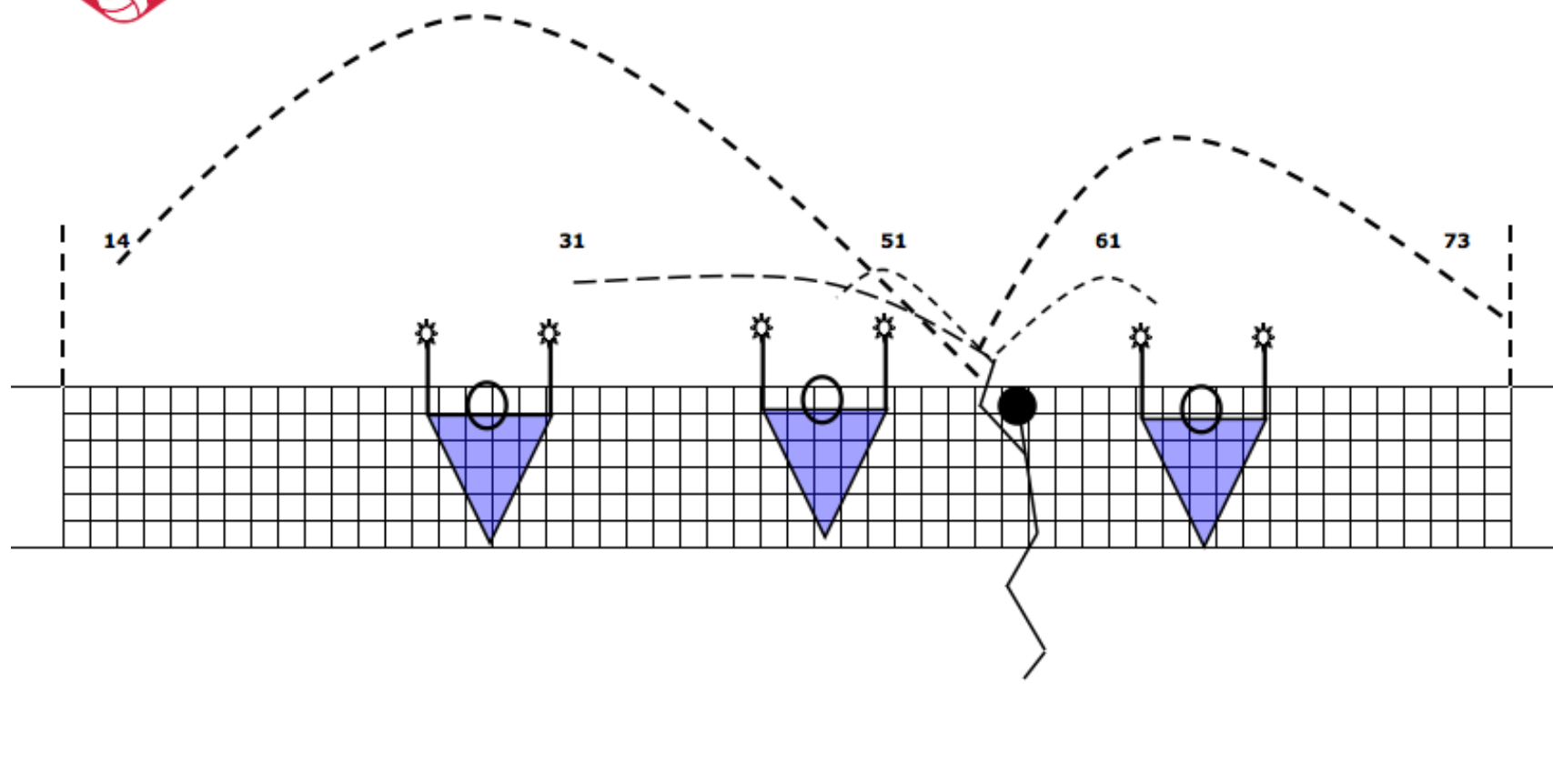
Post-contact phase

1. There is a **follow through motion** by the arms and body towards the target. With faster moving balls, this action may not take place.

Basic Setting Terminology

The *first number* represents the position along the net, starting a 1 on the left and ending at 7 at the right.

The *second number* represents the height of the set above the top of the net in meters.

Example: 14 represents a set to the outside near the left antenna (1) and travels about 4 meters high above the top of the net.

Example: 73 represents a set to the outside near the right antenna (7) and travels about 3 meters high above the top of the net.

Basic High Ball Setting

Volleyball Canada

Pre-Contact Phase

1. The player **moves under the ball in the most efficient way** depending on the trajectory of the ball. At this point, it is important to **use the arms during the movement**. Young players will often move with their hands over their head.

2. The **feet stop under the ball** as the **shoulders and body of the player face the target**. A rotation of the hips and shoulders might be necessary. At the same time as the feet stop, the hands are brought up over the head.

3. The player is in a ready position under the ball with their **knees bent and elbows bent**. This will allow them to push with their legs and arms to give a **high and loopy trajectory to the set**. The index fingers and thumbs of both hands form the shape of a triangle called the "window". The **thumbs are pointing at the face of the player to create a "basket"** for the ball to fall into.

Contact phase

4. The hands are just over the forehead. **The elbows and knees are bent.** The ball falls into the hands that are ready to push.

5. The **arms and legs extend** as soon as the ball reaches the hands. The thumbs and the first two fingers of each hand contribute most to the set. The **wrists rotate externally to push the ball out of the hands quickly** and avoid lifting the ball.

Post-contact phase

6. **The arms and legs are fully extended and the fingers are wide open.** The player can see the ball through the window of their hands. The palms are facing up and forward. A common mistake is to over rotate the wrists so that the hands are facing away from each other.

7. The player lands if they jumped and regains their balance to **get ready to cover the hit**.

Some non-setters such as Liberos will jump-set to quicken the speed of the offence.

Source: FIVB and Volleyball Canada

Setting Basics – 73

Pre-Contact

The setter is in a ready position allowing them to move easily in any direction.

The athlete identifies the trajectory of the pass and quickly moves behind and under the ball. Movement should be primarily on a horizontal plane with little movement up and down.

Once behind and under the ball, the athlete should brake-step with both feet to a stable position. One foot is slightly in front of the other. Simultaneously, the setter brings the hands up in front and above the forehead.

The fingers should be spread and held curved in the shape of the ball. The thumbs and index fingers should form a triangle called the "window" to look through when tracking the ball.


Contact Phase

1. The arms are bent to about 90 degrees as the ball gets to the setter. The trunk is straight with a slight forward lean. The head is tipped back just enough to keep good eye contact on the ball. The knees are slightly bent.

2. The ball contacts the pads of the fingers as the arms begin to extend. The contact happens slightly in front of the head.

3. The arms and the wrists extend as the shoulders rotate back slightly to allow the release of the ball to happen right above the head. As the ball is released, the head tips back and the knees complete their extension causing the upper back to slightly bend backward.

Post-contact Phase

4. After the ball leaves the hands, there will be some external rotation and flexion of the hands, with a focus on pushing the fingers backwards. The further the target is, the more back bend there will be after the set.
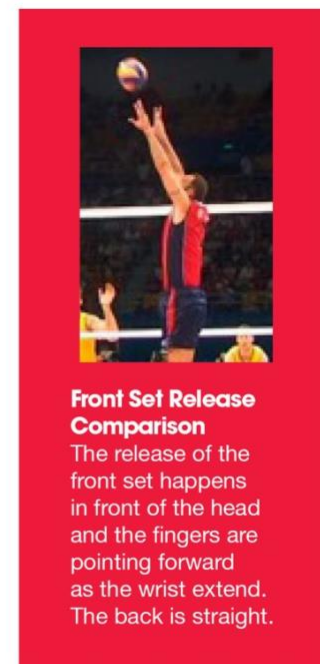
Front Set Release Comparison

The release of the front set happens in front of the head and the fingers are pointing forward as the wrist extend. The back is straight.

Setting Basics – 51

The 51 set is a **first tempo** set. The set is meant to beat the blockers with speed and to **create openings** for the outside hitters by getting the opponent middle blocker to commit block. This set is **highly dependent on the hitter**, which makes it more challenging.

Pre-Contact

The movement to the ball is the same as a normal set. Please see High Ball Set or 73 Set for more details.

Once under the ball, the shoulders of the setter are **squared to position 4** whether they jump set or set from the ground.

Prior to contact, the setter brings the hands up over the head in the **same position as if they were setting an outside ball**. The deception of the set depends on this hand position. The fingers are spread and held curved in the shape of the ball.

The setter's eyes are on the ball but they are **tracking the middle attacker using peripheral vision**.

Contact Phase

The **trunk is straight with a slight forward lean**. The head is tipped back just enough to keep good eye contact on the ball. The knees are slightly bent.

The ball contacts the **pads of the fingers** as the arms begin to extend. The contact happens **slightly in front of the head**.

The arms and the wrists extend towards the target. The **set should arrive in front of the hitter's dominant shoulder** and arm-swing zone, allowing for full extension of the arm. A good way to do this is to **aim in front and above the head of the hitter**. The release of the set is quick in order to facilitate the timing of the middle attacker.

ON A PERFECT PASS: The setter **sets the ball slightly off the net** to give space for the middle to attack.

Post-contact Phase

The shoulders of the setter are facing the middle hitter. The setter recovers their balance and quickly **gets ready to cover the hitter**.

The 51 is not set to a SPOT, it is set to a HITTER. The height of the set depends on the hitter. The setter needs to know and see the hitter in their approach. If they can't see the hitter because the hitter is late in their approach, the 51 should not be set.

ON A PASS AWAY FROM THE NET: The setter finds the hitter and leads them into the hit by quickly rotating the shoulders towards the target as the arms and wrists extend.

Source: FIVB and Volleyball Canada

Attacking Basics - Cross-Court Mechanics

Volleyball Canada

Pre-contact phase (right handed player)

1. Attacker has their **weight on the front of the right foot**, ready to go, and is waiting to see the set to time the approach.

2. Attacker takes a first step toward the net with the left foot. The **arms are slightly bent and the elbows stay fairly close to the body**. The shoulders are facing the point where the hitter wants to meet the ball.

3. The hitter **accelerates the approach** by pushing hard with the left foot and taking a **big right step toward the ball** while lowering their center of gravity. The last adjustment to the ball is made on that step. **The arms simultaneously extend behind the body** to a point where they are parallel to the floor.

4. The **left foot is quickly planted in front of the right foot** to allow the body and hips to be open to the set. The more space between the feet, the more drift the hitter will have in their jump. The arms start making their way back in front of the body.

5. The arms **both swing upward as the legs push on the floor**. The attacker lifts with the left arm pointing at the ball. The right arm is bent behind the head. **The left shoulder is in front and slightly above the right one**. The hips are open to the set.

Contact phase

6. The **abdominal muscles contract to initiate the rotation** and to transfer the power from the legs to the upper body. The right shoulder lifts above the left one when the **left arm is dynamically brought down** close to the body and the **right arm is thrown up in full extension toward the ball**. The hand is wide open and relaxed at contact. Player exhales at moment of contact.

Post-contact phase

7. The rotation brings the left should even lower. The **arm follows through in the direction of the hit** and finishes somewhere across the body of the hitter.

8. The **hitter lands on both feet** with the shoulders facing the net because of the rotation. The player moves into blocking position right away to be ready for the next play.

Source: Volleyball Canada. Photos provided by FIVB

Attacking Basics - 73

Pre-contact phase (right handed player)

1-2. The approach is initiated in the same manner as the attack from position 4 (Attacking Basics – Cross Court). The right-handed player starts the approach on the sideline.

3. As the left foot is placed in front of the right one, the left shoulder leads the attacker into the jumping phase of the attack. The hips are open toward the outside of the court to allow the rotation responsible for the generation of power during the contact phase.

> **Most young players will plant their feet parallel to the net or have the right foot in front of the left to face the ball. This is a bad habit that will limit their ability to develop power.**

4. The left hand leads the attacker into the jump and points at the ball. The right shoulder is behind and below the left shoulder.

Contact phase

5. The abdominal muscles contract to initiate the rotation. The left arm that was leading the hitter into the attack drops quickly along the side of the body as the right arm swings upward and extends toward the ball. The right shoulder lifts above the left shoulder in the process. The ball is in front of the right shoulder.

6. The hitter uses the wrist to cut the ball to the line while continuing the rotation through the lowering of the left shoulder.

Post-contact phase

7. The attacker lands on both feet with the shoulders and hips facing the inside of the court. They can now get ready for next action.

Attacking Basics – 51

Pre-contact phase

1. The middle attacker **looks at the ball and lets it pass in front of them**. Chasing the ball will allow for a more explosive approach. This will also help the attacker see the ball, the setter and the blockers all at once.

   The attacker takes their first step with the left foot. The direction of the approach depends on the location of the pass.

2. The last two steps are placed in front of the setter and **at least 1m from the net**. The **left foot is in front of the right foot** to open the body to the setter during the jump. The left foot is planted an instant before the ball gets to the setter's hands.

3. The arms are thrown up as the legs push down. **The attacker leaves the ground the moment the ball leaves the hands of the setter**. In their peripheral vision, they gather information on the position of the blockers.

4. The attacker brings their right arm backward to increase the opening of the hips and **quickly initiate the rotation of the body**. The attacker sees that two blockers are stacked towards position 6-5.

Contact phase

5. The attacker is straight in the air and the energy from the hips rotation is now transferred to **the arm so the arm swing can be quick**.

6. The **left arm is pulled back to bring the right shoulder high** and the right hand hits the right side of the ball. The air is pushed out of the lungs at the moment of contact to increase power.
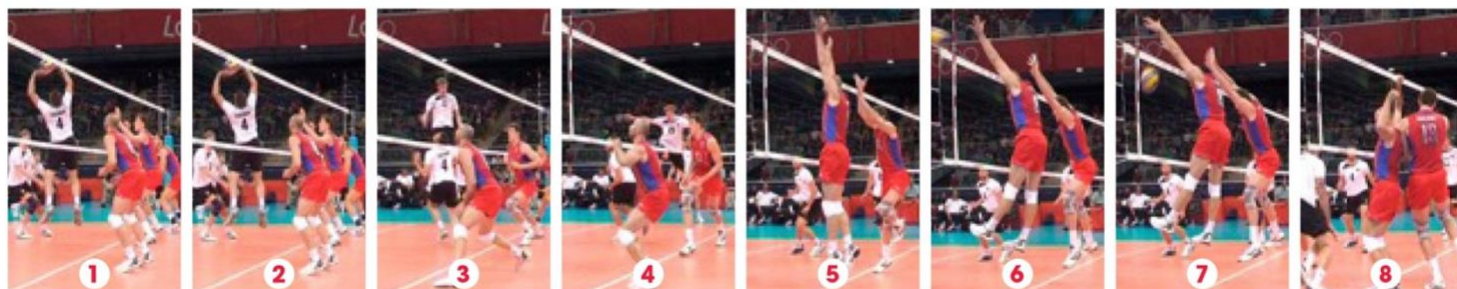
Post-contact phase

7. The attacker lands on the left foot because of the rotation caused by cutting the ball to position 1. Landing on both feet is always preferable.
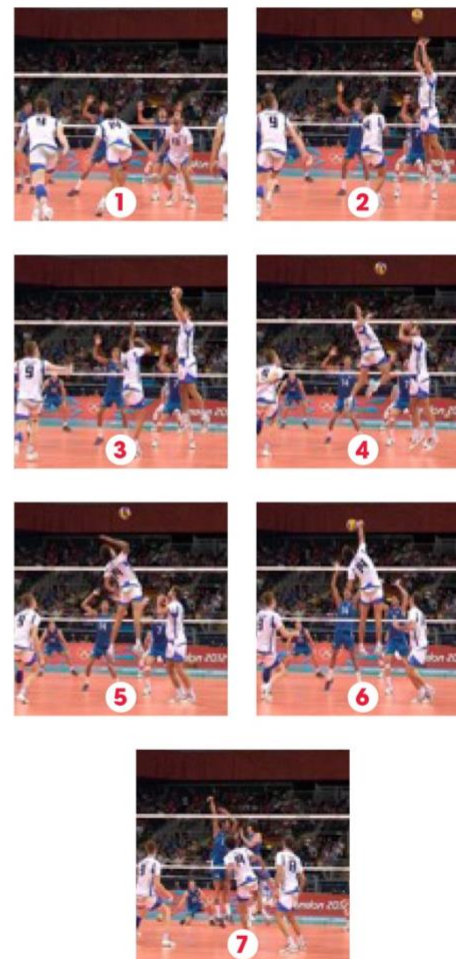
Step Block (Outside Movement)

Pre-contact phase

1. Blocker is in ready position with **knees slightly bent, weight on the toes, back straight and shoulders slightly forward**. Hands are up or down depending on the pass.

2. The first cues are the arc and speed of the reception. Once the pass trajectory is established, the **blocker watches the setter to pick up information** on where the set will go. Take off timing depends upon the tendencies of the setter and game plan.

3. Once the direction of the set is established, **blocker pushes with right foot** to take a big step sideways. **Center of gravity stays low** and the hands come down to help with take off. Blockers' eyes are on attacker.

4. The right foot is brought back against the planted left foot in a **dynamic fashion** and the arms start their upward motion.

5. The legs push on the floor and extend at the same time as arms extend over the head.

Contact phase

6. **Arms are extended and pushed over the net as soon as possible**. The palms reach to the ball with the **fingers wide and the eyes open** to track the ball. Blockers should stay straight because reaching sideways may result in a tool.

7. The **abdominal muscles are contracted** to flex the upper body forward. The hands surround the ball and are **angled to push the ball back toward the opponents' court**. Eyes are open and watching the ball.

Post-contact phase

8. On the way down, the blocker keeps the arms extended as long as possible and brings them backward to avoid touching the net. **The elbows are bent close to the body**. If the elbows are wide there is a risk of hitting the middle blocker. Blocker lands on both feet and resets into the blocking position in case the opponents recover the ball.

Source: FIVB and Volleyball Canada

Swing Block (Middle Movement)

Volleyball Canada

Pre-contact phase

1. Blocker is in ready position with **knees slightly bent, weight on the toes, back straight and shoulders slightly forward**. Hands are up or down depending on the pass.

The first cues are the arc and speed of the reception. Once the pass trajectory is established, **blocker watches the setter to pick up information** on where the set will go. Take off timing depends upon the tendencies of the setter and game plan.

2. Once the direction of the set is established, the blocker pushes with the left foot and **opens the hips with a right step in the direction of the set**. The hands start coming down. Eyes are on the hitter.

3. The crossover is made by taking a **large step with the left foot**. This large steps will insure a dynamic last step and will prevent the blocker from floating too much. The arms are brought back to help with the jump. For more speed, the elbows **can be bent while swinging the arms**.

4. The **right foot is planted beside the left foot** to bring the hips back facing the net. The arms swing upward as the legs push into the floor and fully extend.
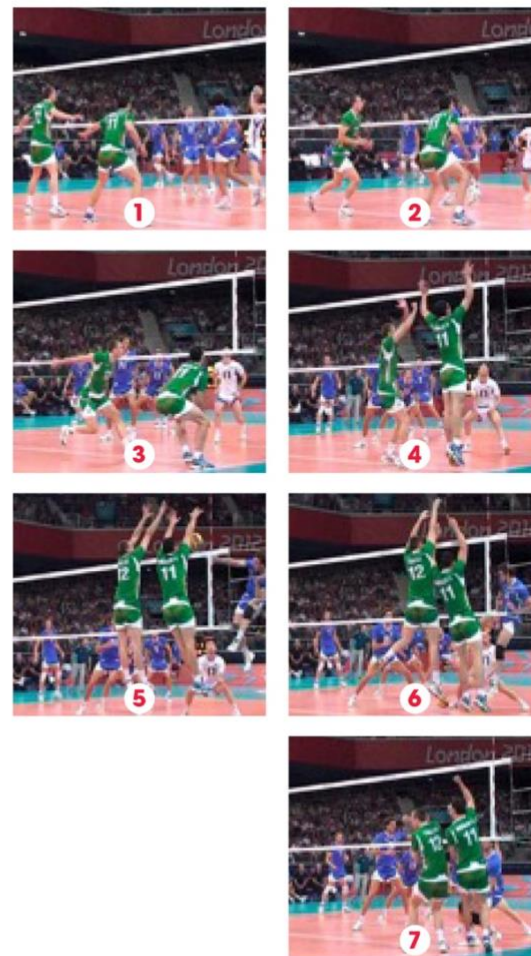
Contact phase

5. **Arms are extended and pushed over the net as soon as possible**. The palms reach to the ball with the **fingers wide and the eyes open** to track the ball. Blockers should stay straight because reaching sideways may disrupt the defenders.

The **abdominal muscles are contracted** to flex the upper body forward. The hands surround the ball and are **angled to push the ball back toward the opponents' court**. Eyes are open and watching the ball.

Post-contact phase

6-7. On the way down, the arms stay extended as long as possible without touching the net. **The elbows are bent close to the body**. If the elbows are wide there is a risk of hitting the outside blocker. Blocker lands on both feet and resets into a blocking position in case the opponents recover the ball.

Basic Defense

Pre-contact phase

1. Defender is in ready position with **feet slightly wider than shoulders, weight on the front of the feet and shoulders forward**. The arms are bent in front of the body with the **palms facing up**. The defender is facing and reading the hitter.

2. Just before the hit, the defender drops their weight into the floor by doing a **split step**. This will allow the defender to react to the hit by either being in a stable position or by moving towards the ball.

   The position is like the ready position but the feet are wider, the **knees are bent at a comfortable angle and they are in line with the toes**.

3. The defender sees the direction of the hit and **moves the body and arms toward the ball** without moving the feet. Having the weight on the toes will allow for forward and lateral movements, which will come from bending one leg and extending the other.

Contact phase

4. The **hands come together at point of contact** to create the platform. The arms are in front of the body and the shoulders are over the knees. A small bent in the elbows might be necessary to make sure the contact happens under the ball.

Post-contact phase

5. After the ball is dug, the **arms stay together** for a fraction of a second and the defender **follows through the defensive motion** with their body. Stopping the motion at the point of contact may result in low dig.

6. The defender recovers from the low position they were in, **stands up and gets ready to attack or cover**.

Defense requires the player to be **intense** and **calm** at the same time. **Intense** because the ball can't touch the floor and because the player needs to be ready to do what it takes to get under the ball. **Calm** because controlling a ball coming at full speed requires a smooth touch. This contrast makes defense one of the most challenging skills to learn, but one of the most fun as well.

Source: FIVB and Volleyball Canada

Appendix 3

Specificity

Specificity is a principle of training according to which adaptations are determined by the nature and magnitude of the training stimulus. This concept implies that, to maximize adaptation, the nature and the conditions of training activities must be designed to replicate closely those encountered in competition. Specificity therefore applies to variables such as type of activity, muscle masses involved, motor pattern, speed of movement, environmental conditions, power output, duration of effort, and cognitive and perceptual demands.

The zone of optimal difficulty or challenge

When the requirements of an activity are too high for the ability of the athlete, he or she may become anxious or discouraged and may have trouble learning. On the other hand, when the requirements are too low, the athlete may quickly show signs of boredom or lack of interest. The difficulty level associated with the task must therefore be optimal; the athlete must feel that he or she has the ability to succeed but that the **activity represents a challenge**. In other words, the athlete will be motivated to learn when challenged at the appropriate level, which implies that there must be a reasonable chance of success or failure when he or she performs a task. *As a general rule, if athletes succeed about 2 times out of 3, the activity represents a suitable challenge.*
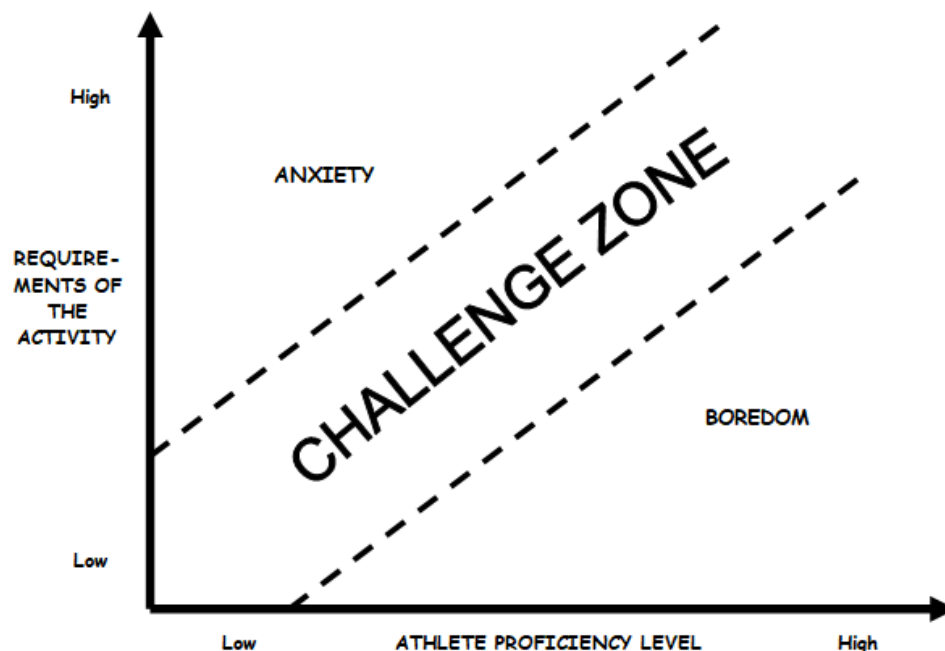
Planning Guidelines for Constant, Variable, or Random Practice (excerpt from NCCP Multisport Module Plan a Practice)

Type of Practice	Definition	Examples	Most Effective For or When …	Not Recommended For or When …
Constant Practice	❑ A practice sequence in which the same tasks or movements are repeated under the same conditions from one repetition to another	❑ Throwing a ball 10 times at the same speed, from the same spot, to the same target	❑ The athlete is in the initiation or acquisition stage of skill development ❑ Massed practice is an effective method	❑ The athlete is beyond the initiation or acquisition stages of skill development, in particular, for discrete or open skills
Variable Practice	❑ A practice sequence in which the same tasks or movements are repeated but where one aspect of the execution is changed from one repetition to another	❑ Throwing a ball 10 times, but varying **one** of the following each time: speed, distance, velocity, target	❑ The athlete is in the consolidation stage of skill development ❑ Massed practice is an effective method ❑ Distinct skills or movements are performed during the same practice	❑ The athlete is in the initiation stage of skill development
Random Practice*	❑ A practice schedule in which various discrete or serial skills that are required for performance in the sport are practised in random order, and where the learner does not practise the same task on two consecutive attempts	❑ In tennis: moving backward to do a backhand, then serving, then moving forward to return a volley ❑ In basketball, practising non-repeating types of shots	❑ Serial skills that are already acquired ❑ Skills that are both discrete and open ❑ The athlete is in the consolidation stage of skill development, or is beyond this stage ❑ When distinct skills or movements are scheduled to be performed during the same practice	❑ The athlete is in the initiation or acquisition stage of skill development

* There is strong evidence that random practice, while sometimes associated with inferior performance in the short term, results in superior performance in the long term. In other words, when constant practice is used to learn a skill or task, the performance during the session is often better compared to random practice, but the latter promotes better skill retention and overall performance in the long run. This suggests that random practice may be a very effective approach for both discrete and serial skills, as well as for open skills. The reasons for this may be that random practice causes athletes to forget short-term solutions to the task at hand; this could engage them actively in the learning process, by eliminating automatic repetitions.