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Message from the Founder and Executive Director...

Welcome to the United States Youth Volleyball League (USYVL!) Now that USYVL has enjoyed several years of success, we are keenly aware of the positive results that the USYVL teaching method insures. Low-pressure instruction, a proven curriculum and plenty of positive reinforcement add up to excellent volleyball skill development.

Let me thank you in advance for reading this handbook. The material contained in these pages is essential to the success of the program. Whether you are a first-time coach, or a seasoned veteran, we know you'll find the program easy to learn, and easy to teach.

Time has taught us how much fun the USYVL experience can be for coaches, parents and players. The key lies in keeping it fun! Volleyball is a game; with these young students of the sport, "fun" motivates more than anything else. You'll enjoy your time far more by keeping a positive, upbeat attitude too.

Finally, I personally thank you for taking the time to add real value to the lives of children by teaching them the great sport of volleyball. The impact USYVL will have on your child will last a lifetime.

Have a fantastic season!

Randy Sapoznik
Founder and Executive Director

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Introduction

Understanding the curriculum set forth by the USYVL will enable you to teach every child, in every age-division, the skills necessary to play the sport of volleyball. This manual is intended to be used in conjunction with the "hands-on" training offered by your Site Clinician. Prior volleyball experience is not necessary. A positive attitude and willingness to teach are the most important attributes you need to become a successful USYVL coach. In keeping with the philosophy of the league, we trust this will be a fun and worthwhile endeavor.

This manual has taken a comprehensive, yet concise and straightforward approach to the USYVL curriculum. The philosophy of the league -- FUN! -- should be at the heart of everything you learn, and subsequently teach, in the USYVL program. Remember that the program can be no better than its leadership. That leadership is you! Your example and your efforts will make a difference.

The USYVL expects your Site Clinician to be a vast resource for information and guidance. Your Site Clinician will provide training for you before the season begins. They will also provide the first introduction and demonstration of skills to all players, and be on-site to assist with coaching, or answer your questions. Another resource for you, if you have questions, is to contact the USYVL National Office. The USYVL staff is always glad to offer support.

Also, in the curriculum section of the manual, a "notes" section has been provided for your comments next to each lesson plan. It is recommended that you keep notes, and you are encouraged to pass along information to the USYVL National Office that you think might be helpful to other coaches.

Attributes Of A Successful Coach

- ◆ **Positive attitude**
- ◆ **Organized**
- ◆ **Knowledge of curriculum**
- ◆ **Ability to convey curriculum**
- ◆ **Ability to observe and improve techniques in children**
- ◆ **Maintains players' enthusiasm**
- ◆ **Diligently aware of safety issues**

Philosophy

The USYVL's mission is to provide every child a chance to learn and play volleyball in a fun, safe, supervised environment. Children are encouraged to do their best with their abilities. As a coach and leader, it is your job to set a positive tone and seek to instill greater confidence and self-esteem in each child.

Format

The USYVL operates in a co-ed format separated into four age divisions: 7-8 year-olds; 9-10 year-olds; 11-12 year-olds; 13-15 year-olds. If desired, a player can move up or down one age division based on ability, or to accommodate a child's special circumstance. (Please note: players may not change divisions after the first game of the season.)

Remember...

- **Every Child Plays.**
- **Keep It Fun!**
- **Positive Reinforcement.**
- **Skill Development...always in conjunction with the above-mentioned principles.**

F.A.S.T.

Fun

While the program teaches the skills necessary to excel in the game of volleyball, the focus remains on participation, cooperation, sportsmanship, responsibility and, of course, fun!

Action

Strength, endurance and improved coordination result from the weekly activities of the program. Furthermore, a season of league games is sure to provide plenty of exciting volleyball action.

Skills

Skills are taught using technically correct methods for peak performance and safety.

Teamwork

The USYVL is a family-oriented program where parents, siblings, grandparents, and friends are strongly encouraged to become involved. Parents and other volunteers assist with coaching, registration, check-in and equipment set-up.

Keys to USYVL Volleyball...

- **Keep it fun!**
- **Use age-appropriate equipment: Lighter balls, lower net.**
- **Keep it fun!**
- **Four players per side.**
- **Keep it fun!**
- **Simplify rules.**
- **Keep it fun!**
- **Let children play with minimal constant instruction.**
- **Keep it fun!**

About The Game...

Volleyball is a team sport played by two teams on a court. The object of the game is to send the ball regularly over the net to ground it on the opponent's court, and to prevent the ball from being grounded on its own court. The ball is put into play by the back-row player who serves the ball by hitting it over the net to the opponent's court. A team is allowed to hit the ball three times (in addition to the block contact) to return it to the opponent's court. A player is not allowed to hit the ball twice consecutively, except when attempting a block. The rally continues until the ball touches the ground/floor, goes "out," or a team fails to return it to the opponent's court or commits a fault. The team that wins the rally scores the point. A "side out" is earned when a team regains control of the serve from the other team. When this occurs, players rotate one position in a clockwise direction. Rotation ensures that players play both at the net and in the back zone of the court. Traditionally, games are to 25 points. However, please read the section on USYVL game structures for definitions of USYVL games and scoring (scores are not kept in the 7-8 year-old division.)

Fundamentals of Volleyball

Volleyball requires participants to rebound the ball, therefore presenting several challenges. Significant demands are made on the child's motor skills. A player's balance, rhythm, power, speed and other coordination abilities are required to play the game. (Have you heard this before?) However, by following the USYVL program, you will see that positive results are not too difficult to achieve. Your players will learn quickly, but be patient. The process does take time. If, in the

beginning, your team looks like they are playing "chaos-ball," do not panic. They will improve, both individually and, more importantly, as a team.

Pass, Set, Hit: The basic pattern of volleyball -- Pass, Set, Hit -- uses three contacts. It is crucial that you teach the three contacts per side method. Obviously three contacts will not occur during every rally, but all teaching should be geared to the three contact guideline.

Teach Teamwork: Communication among players is of paramount importance. To play the game effectively, it is essential that players verbally inform and assist one another. When receiving a ball a player will need to "call" the ball by saying, "Me," or "I go," or "Mine" or by using a similar term. If a ball is in question, a player may need to say, "You go," or "Yours" to let a teammate know of his/her intentions. Furthermore, at the higher levels of the sport, strategy is discussed and communicated during the game. To be successful, your players must work as a team. Insist on communication! Insist on teamwork!

Volleyball Is A Unique Sport

The rebound aspect of volleyball creates unique challenges for all players. Volleyball makes broad motor skill demands on a player in spatial orientation, balance, rhythm, power, speed, and other coordination abilities. Patience is paramount, both in teaching and learning the sport. As a coach, you need to set the tone for a patient, fun environment.

How To Make Volleyball Fun For Kids

Most importantly, to maintain interest in the sport, kids must have fun while playing volleyball. As a coach, you need to provide a low-pressure environment, encouragement -- in the form of positive feedback -- and enthusiasm. Also, to make volleyball fun, which will insure that children participate and enjoy the skills of volleyball, the kids must receive skill-specific experiences. USYVL utilizes equipment that is comfortable for the children and uses rules that allow the children to maintain the "fun" aspect of the game. Soccer can be used as a model: soccer reduces the field size, the size of the goal, rules and ball size for each age group. In volleyball we do the same thing by making the court size smaller (for the two youngest age groups) adjusting the height of the net, creating age-specific rules and reducing the weight of the ball.

Remember, it's a game!

Team Management

Check in players at every practice & game using the check-in sheet provided by the Site Director. Turn in your check-in sheet at the end of practice to the Site Director or Registration Assistant. Team management should be a relatively simple operation with the USYVL. A few keys will keep it easy:

Team Roster: Get a copy of your Team Roster from your Site Director at the beginning of your first practice. A sample roster has been provided in Appendix F in this manual.

Coaches: If possible, recruit an assistant coach who will be willing to help out for the season. An assistant coach can offer tremendous help with practices and games. Also, if you are unable to make it to a practice or game, your assistant coach can substitute for you. If you cannot find a season-long assistant, do not be afraid to ask a parent on the sidelines for assistance. Often, s/he will be happy to help.

Paperwork: Complete and return all paperwork as instructed by your Site Director or Clinician. You will not be asked to fill out a great deal of paperwork. However, the minimal amount requested is very important. Your efficiency is appreciated.

Before you begin each session, make sure you have these items on-site:

- First-Aid Kit (With First-Aid Supervisor)
- Medical Releases (With Site Director)
- Lesson Plan
- Team Roster
- Whistle
- Equipment

Injury Prevention

- Discuss safety issues with children.
- Always warm-up (see warm-up exercises.)
- Use proper volleyball techniques.
- Offer breaks and rest-time.
- Drink plenty of fluids.
- Make sure all players wear shoes at all times (except on sand.)

Do not play in excessive heat or poor quality air. Do not play in severe thunderstorms or when tornado watches or warnings have been posted. This ought to be common sense, but it bears mentioning.

If bees are present in the grass or clover, please advise children, particularly those who are allergic to bees, of the danger. If a large number of bees are present, consider moving the courts to another location at your site. If another location is unavailable, consider halting play.

***** Stress the importance of drinking plenty of fluids. *****

First-Aid Treatment

Always remain calm after an injury occurs, particularly because you are in a leadership position as a coach. **You, or another coach or player, should notify the First-Aid Supervisor at your site.** Make sure that an adult stays with the injured player. Only minor injuries should be treated. Immediately seek professional help for more serious injuries. If a child requires medical attention for an injury (regardless of where the injury takes place) they are required to bring a medical release form, signed by a doctor stating that it is safe for them to play, before they will be allowed to return to the playing field.

Treat minor injuries with R.I.C.E.

Rest
Ice
Compress
Elevate

When playing during hot temperatures, take frequent breaks and make sure players drink plenty of fluids (don't forget to hydrate yourself!) It is important to know the difference between heat exhaustion and heat stroke.

Heat Exhaustion: Player feels hot and **sweaty**. Treat with rest and fluids.

Heat Stroke: Player feels hot and **dry**. Have First-Aid Supervisor immediately call for assistance.

***Report any injury to your Site Director. The Site Director is required to complete an incident report.

***When you have any doubt about a child's health, do not allow him/her to re-enter play. Remember, "When in doubt, keep them out."

Equipment Used By USYVL

Volleyballs

Lighter balls are used for the three younger age divisions. Lighter balls offer greater ease of control for children. They also travel slower, thereby allowing players that extra split-second to get into position to receive the ball. Lighter balls can reduce the "Ouch Factor," as they are softer on the arms and, furthermore, are less likely to cause injury from inappropriate technique or impact.

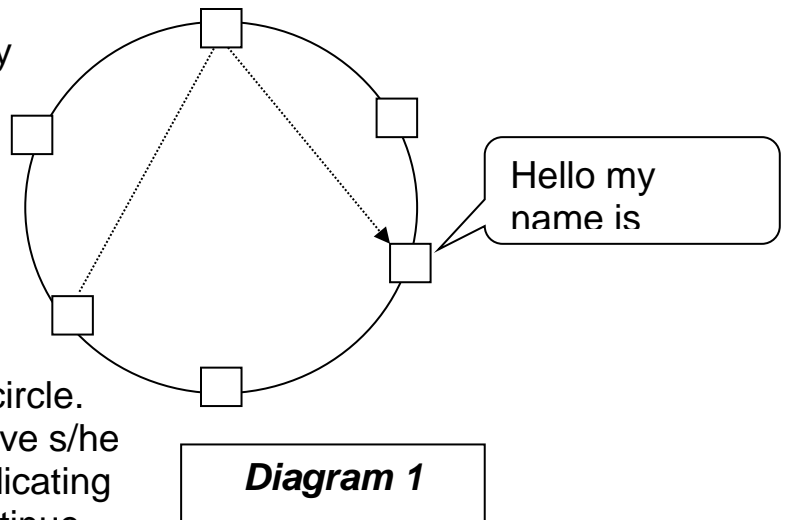
Net Systems

All USYVL approved net systems feature net heights that are adjustable to the range (lower than traditional heights) required for league play. Starting with a lower net enables children to learn proper techniques and increases the volley success ratio rate. Additionally, lower net heights build confidence more quickly.

Warm-up Games

Before you begin any game or drill, gain the children's attention and then explain what you are going to do. Remember to smile and keep it upbeat!

Name Game: This is a *must* first day game! Have the children stand in a circle about ten feet in diameter. This game is best with 6-8 players. You, as part of the circle, start the ball toss by saying, "My name is Coach Joanne," and toss the ball to a player. The player will repeat what you did, but to another player in the circle. After a player has caught the ball, have s/he put their hands by their side (thus indicating that s/he has received the ball.) Continue



around the circle until all players have said their name at least twice. At that point, you start with the ball again and this time call out your name and the name of the player to whom you are passing the ball. It will sound like this, "My name is Coach Joanne, and I am tossing to Scotty." At this point, incorporate the "calling" of the ball; have the players say "Mine" or "I go" as s/he receives the ball. The children should continue tossing the ball until all names are familiar -- usually about five tosses per player. Make sure all children are equally included. **See Diagram 1.**

COACHING 101:

An introduction to basic coaching theory

Keeping a few basic ideas in mind can turn a good coach into a great coach. The USYVL Curriculum Handbook will give a few of those essential secrets here, but more comprehensive information on coaching theory, motor skill learning, and teaching techniques is available through materials provided to your Site Clinician. You are encouraged to seek further information from your Site Clinician.

Motor Learning:

Motor learning is the area of psychology that studies factors that influence the learning of motor skills. As a coach, you will be delivering a motor learning program to your players. As you follow the USYVL curriculum it is helpful to keep a few motor learning principles in mind.

Motor learning concerns for the volleyball coach are:

- Goal Presentation (Helping players understand how the skills of the game are performed.)
- Motor Program Development (The USYVL curriculum provides you with a practice outline which, when followed, insures that the skills of the game are practiced effectively.)
- Improving Responses
- Giving Information Feedback to Players About Their Performance

One of the most important concepts of motor learning is that learners have a limited ability to process information. As a coach you can facilitate learning by reducing the amount of information you present when you are introducing a goal. If you present a great deal of information all at once, your players will not be able to remember most of it. Many volleyball coaches talk too much. When you are talking, your players may be receiving more information than they can handle, which makes it difficult to practice. There are two main elements you, as a coach, must employ when presenting goals to make certain that you don't talk too much or give your players too much information to process: **Demonstrations** and **keys**.

Demonstrations:

Motor learning studies have found that movement information is retained in memory in the form of an image. Therefore, it makes sense to give the information in the form of an image in the first place. A demonstration will provide the image. Research has shown that most tasks are learned at a faster rate when repeated demonstrations are shown.

Keys:

Demonstrations alone are not enough. The USYVL curriculum will give you keys for each skill. Researchers have discovered that learners will lose focus when their attention is not directed. One way to help overcome this problem and improve learning is to use **keys** (keys are short, concise instructions given by you, the coach, to your player.) These keys serve at least four very important functions:

- Condense information
- Reduce words, thus reducing information processing requirements
- Encourage players to attend to important elements of the skill
- Enhance memory

Feedback:

The better the feedback, the better the learning. Information feedback is the most important variable that controls learning and performance. Perhaps a better word for it is *feedforward*, because you want the player to be thinking of what should be done better next time, not what s/he might have done wrong. Remember that feedback is an essential element in the teaching process. However, it needs to be used sparingly, particularly when new or difficult drills are being taught.

Use Positive Wording:

Keep words positive and provide an image of what should be done. Eliminate saying, "Don't." An example when teaching setting would be: "Keep your hands loose and in front of your face" which is much better than saying, "Don't let your hands hang by your side" or "Don't do that."

Higher Intensity, Less Information

During difficult drills, encourage with non-specific feedback:

"Good Effort!"

"Way to go!"

"Great!"

"Keep that up!"

"Fantastic job!"

"You're a pro!"

"That's it!"

"That's okay!"

"Awesome!"

"Super!"

When you give specific feedback: Specific feedback is an essential part of the learning process. When you give specific feedback, the player will know what techniques/behaviors you are reinforcing. You might say, "Way to get your arm up there," as opposed to non-specific feedback in which you might say, "Nice job." Specific feedback attends more directly to the child's technique. Non-specific feedback will attend to the child's self-esteem.

Whether specific or non-specific, keep feedback positive!

Focus On One Key At A Time:

Introduce one key at a time. Give feedback on that key only after players have performed the drill without interruption. Give feedback sparingly, but completely, before moving on to the next key. Then repeat the cycle. Continue to work on each successive key until the players have experienced some degree of success at each.

Talk Less, Show More

Keep drills game-like: In terms of motor skill development, it is always best to keep drills game-like -- meaning like the game is played.

Ask questions: Get your players involved mentally.

Sarcasm: When teaching it is okay to joke with the kids, but refrain from using sarcasm. Sarcasm can be confusing to a child.

Keep it fun!

Positive comments I can give my players.

(List your ideas here:)

Teaching Method

The USYVL uses the IDEA system for teaching:

- **I**ntroduce (what)
- **D**emonstrate (visual)
- **E**xplain (how)
- **A**ttend (address child's needs -- check, encourage & improve technique)

** Use this method when teaching any skill to your players.

** Remember to teach each child within his/her abilities.

Reverse Sequencing:

Reverse Sequencing is a form of teaching that focuses on the player's self-esteem and confidence as well as his/her skill mastery. The goal of this method is to have the player performing the desired skill(s) at close to a 100% success rate as possible before advancing further with the skill.

For example, if a player is learning how to serve the ball from the service line and succeeds at serving only four out of ten into the court, they are not learning how to serve, but rather how to miss their serve. They have essentially received an "F" on this skill and will subsequently feel like a failure. If that same player were put into a situation where they could not miss their serve, close to the net for example, the child could succeed at making ten out of ten. In this scenario the child would have received an "A+". Once the child has demonstrated mastery at close proximity to the net, only then should they be encouraged to progress deeper into the court.

Before You Practice...

- Review the lesson plan
- Have enough equipment/balls for your players
- Have water on hand
- Have medical release forms on site (with Site Director)

Assistant coaches are also incredibly helpful. You may be able to engage the assistance of a parent on the first day of the season. However, it is best to have your assistant coaching arrangements done before you begin your first practice. Remember that your job is to coach – allowing assistants to toss and pass balls will give you more time to coach.

BASIC VOLLEYBALL MECHANICS:

An introduction to basic volleyball moves and body positioning

ATHLETIC STANCE

The athletic stance provides balance while maintaining excellent lateral and fore/aft maneuverability. The stance is accomplished by having players bend their knees while keeping their feet at, or slightly more than, shoulder width apart; one foot should be slightly forward from the other. Weight should be kept on the balls of the feet. Arms should be kept apart in front of the body, greater than knee-width apart, with the wrists loose. **See Illustration 1.**



Illustration 1

HAND POSITIONS

POSITIONING FOR THE FOREARM PASS

Hands should be together -- palms together, thumbs equal – with the fingers overlapping the fingers of the other hand.

(See Illustration 2)

Arms should be close together and away from the body with the shoulders shrugged and elbows close together. Keep wrists bent downward with thumbs pointing toward the ground.

(See Illustration 3)

The “Sweet Spot” -- Be sure your players are contacting the ball on the “Sweet Spot” of their forearm. The “Sweet Spot,” is found by traveling directly up the arm from the thumb; just above the break in the wrist is a bump: The “Sweet Spot” is located just above this bump.



Illustration 2



Illustration 3

**POSITIONING FOR THE
OVERHAND PASS/SET**

Hands extended in front of the upturned face. Form triangle between index fingers and thumb. Keep hands loose with the fingers apart. As the player contacts the ball, s/he should symmetrically extend arms upward. **See Illustration 4.**



Illustration 4

THE SEVEN BASIC SKILLS FOR USYVL

These seven skills are important for all levels of volleyball. The specific techniques for executing each of these skills will be explained in detail later in this section. Remember to teach life skills in conjunction with technical skills.

- 1. SPIKING/HITTING:** This fundamental skill incorporates an above-the-head full swinging arm motion forward, hitting the ball to the opposition. This is used to send the ball into the opponent's court at maximum speed, or medium to slow speeds. Youth players may stand and hit (attack), or incorporate an approach and/or jump before the arm-swing.
- 2. SERVING:** The serve is used to put the ball into play. The action is done with an arm-swing that sends the ball over the net into the opponent's court.
- 3. SETTING:** This fundamental action has the ball momentarily on the finger pads, cradled with two hands at a contact point just above the head, before being rebounded with a double-arm extension. The skill is used to put up the second contact ball for the hitter. A bump set, similar in technique to a forearm pass, may be used too.
- 4. ROTATIONS AND COURT MOVEMENT:** Court movement is used to situate players in the best position to perform the other six skills. Court movement, which incorporates "run-past skills," includes player positioning to receive the ball and player positioning to hit (attack) the ball. Agility and coordination skills necessary to get to the ball are part of court movement. Court rotation is the clockwise rotation of players after a side-out has occurred.

- 5. PASSING FOREARM/OVERHEAD:** The forearm pass is used to receive the ball from the opponent, as in service. A forearm pass is achieved by extending the arms away from the body in a motion that brings the hands together and places the elbows close together creating a flat platform with the forearms. The fundamental action has the player hit the ball off tightly held together forearms from the straddle stance position. The overhead pass may be used to receive a first contact ball from the opponent, or to return the third contact ball to the opponent. The motion is similar to the setting motion, but with the arm extension resulting in a lower trajectory for the contacted ball.
- 6. DIGGING:** This is used to receive the opponent's hit (attack.) The key skills include the dig and extension rolling. The dig resembles the forearm pass for a ball near the defender, and becomes a "sprawl" type action when trying to touch the ball that is farther away. The extension roll is used to reach a ball more than a long stride away, where the player must fully lunge out along the floor, and roll over onto his/her back to return to his/her feet.
- 7. BLOCKING:** This is used to stop the ball from crossing the net, blocking the ball immediately back into the opponent's court, or slowing the ball down for floor defenders. The basic defensive action is jumping at the net and holding both arms straight above the head to deflect the attack. A skill rarely needed by the lower skill levels, blocking will be taught exclusively to the older age groups toward the end of the USYVL season.

TEACHING VOLLEYBALL SKILLS:

REMEMBER...

- **USYVL incorporates the IDEA system and Reverse Sequencing methods in teaching all skills.**
- **It is the responsibility of the Clinician to Introduce, Demonstrate, and Explain the skill to the entire group.**
- **It is the responsibility of the Coaches to Attend to the needs of their individual players and request clarification/further instruction from the Clinician.**

1. SPIKING/HITTING

Definition

Spike or Hit: The skill used to forcefully direct a ball from no less than the height of the top of the net into the opposing players' court.

Introduction

The Clinician will introduce Spiking/Hitting by asking:

"Does anyone know what a spike is?"

"Does anyone know how to spike?"

"Does anyone know why we might want to use a spike?"

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate how to correctly perform the Spike/Hit. Demonstrations will illustrate the skill as a whole *as well as* the separate components of the skill as they will be taught to the players. The Clinician will also explain Key Words to be used while coaching this skill (located at the end of this section).

Explain to players that the ultimate goal in the game of volleyball (besides having fun, of course!) is to succeed at keeping the ball off of the ground on your side and putting the ball down on your opponents' side. A spiked or attacked ball is the fastest way to put the ball down on your opponents' court.

Identify right-handed players from left-handed players, as this skill should be done with the dominant hand. Identify players who have spiked the ball before, from

those who have not. Encourage by saying, "We have many experts here," or, if not many players have spiked before, "You'll be a great spiker by end of the day," or a similar sentiment.

There are several technical elements involved in this skill. However, the two main components that constitute the Spike/Attack are the "Approach" and the "Arm Swing."

Keeping with the idea of Reverse Sequence teaching, the Arm Swing should be mastered before attempting to perform the skill as a whole.

Note: Spiking is one of the most exciting aspects of the game. It is also one of the most complex. Keep it positive, keep it fun, and put your players in a position to be as successful as possible.

THE ARM SWING

(This section's skills will be broken down for both right-hand and left-hand dominant players)

Setting Up the Swing: For Right-Handed Players

(See Illustration 5)

- Stand the player in a balanced position with feet roughly shoulder width apart.
- Position the player with the left foot closer to the net so that the player's torso faces roughly 45 degrees between the net and the sideline to the player's right.
- Have the player lift both (fully extended) arms from the waist, towards the net, until both are slightly above the level of the head.
- Keeping both hands above head level, the player should pull back their right arm until their hand is above their right shoulder.

(Note: The analogy of a bow and arrow can be very helpful for this step. However, players should be reminded to keep both hands above the height of their head. So, aim for the sky.)



Illustration 5



Illustration 6

Swinging: For Right-Handed Players

(See Illustration 6)

- Have the player pull the left hand towards the body as the right hand extends simultaneously to hit the ball. Imagine pulling yourself up, towards the ball.
- The player should contact the ball out in front of their body with an open hand.
- Encourage the player to snap their wrist after they contact the ball and swing all the way through the ball.

(Note: Snapping the wrist and leaving the arm up after the player contacts the ball can be an effective method when teaching topspin. However, stopping the arm abruptly on harder swings can lead to potential shoulder injuries.)

Left-Handed Players

(See Illustration 7)

- Stand the player in a roughly shoulder width
- Position the player the net so that the 45 degrees between the player's left.
- Have the player lift from the waist, are slightly above the
- Keeping both hands should pull back their above their left
(Note: The analogy of very helpful for this should be reminded to height of their head.



Illustration 7

Setting Up the Swing: For

balanced position with feet apart.

with the right foot closer to player's torso faces roughly the net and the sideline to

both (fully extended) arms towards the net, until both level of the head.

above head level, the player left arm until their hand is shoulder.

a bow and arrow can be step. However, players keep both hands above the So, aim for the sky.)

Swinging: For Left-Handed Players

- Have the player pull the right hand towards the body as the left hand extends simultaneously to hit the ball. Imagine pulling yourself up, towards the ball.
- The player should contact the ball out in front of their body with an open hand.
- Encourage the player to snap their wrist after they contact the ball and swing all the way through the ball.

(Note: Snapping the wrist and leaving the arm up after the player contacts the ball can be an effective method when teaching topspin. However, stopping the arm abruptly on harder swings can lead to potential shoulder injuries)

Attending to the Player's Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court, giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS FOR SPIKING/HITTING

7-8 and 9-10 Divisions: Statue Spiking

(See Illustration 9)

Objective: To provide a foundation of confidence and competence for first time spikers.

Directive: Hold the ball in one hand near the peak of your player's reach. The player should be able to hit the ball out of your hands at or above the top of the net. After the player spikes the ball they should retrieve it and get back in line.

Notes:

- If a player cannot reach this height and struggles with the drill, lower the net in order to keep the success rate high.
- Be sure to switch your positioning for left-handed players.
- This drill is for first time hitters.
- Remember to achieve a high success rate (close to 100%) before progressing.



Illustration 9

Fountain Spiking and Arch Spiking

(See Illustrations 10 and 11)

Objective: To continue building a platform of confidence and competence from Statue Spiking. To prepare the player for more advanced components of hitting such as the Back Swing and the Approach.

Directive: Position the player in the desired spiking location on the left side of the court (a few feet in from the sideline and a few feet off the net). Have the player stand with arms in the ready position (hitting arm back, non-hitting arm extended). Toss the ball from a close proximity so the player can easily snap the ball into the court. During the initial trials, have the player leave their hitting arm up with their wrist flexed down after contacting the ball until they have demonstrated this skill proficiently.

Notes and Advanced Variations:

- Encourage the player to “snap” on the ball in order to generate topspin.
- Lower the net to keep the success rates high.
- As players become proficient (near 100% success rates), toss the ball from progressively further away, further off the net, and/or higher.
- Repeat this sequence from the right side of the court with the ball coming across the hitter’s body.
- Repeat this sequence having the player jump.
- Remember; always allow players to master the skill before progressing.
- Left-handed players should begin on the right side of the court, as hitting a ball coming across the body is a more difficult skill.

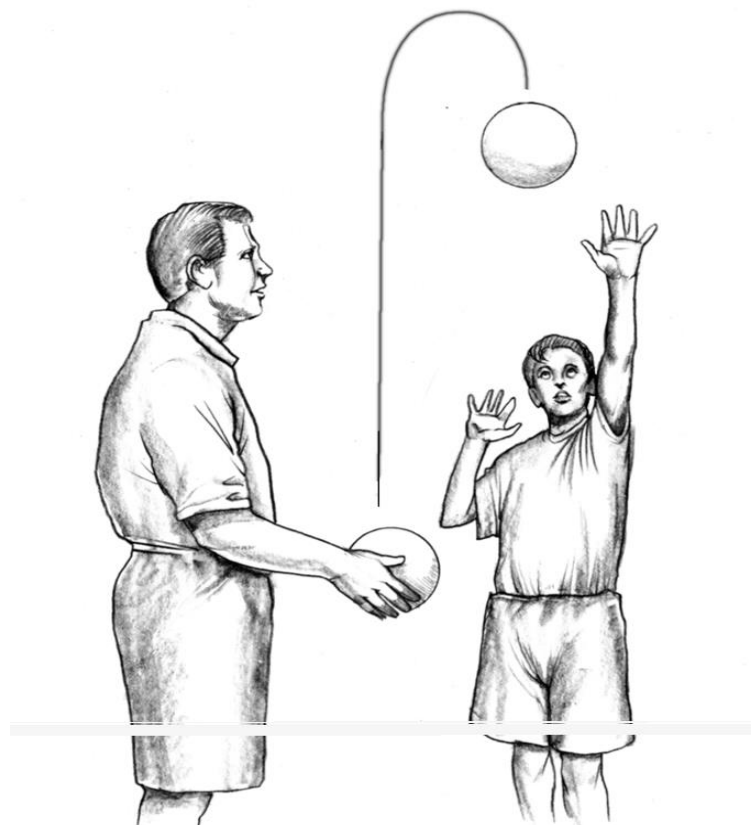


Illustration 10

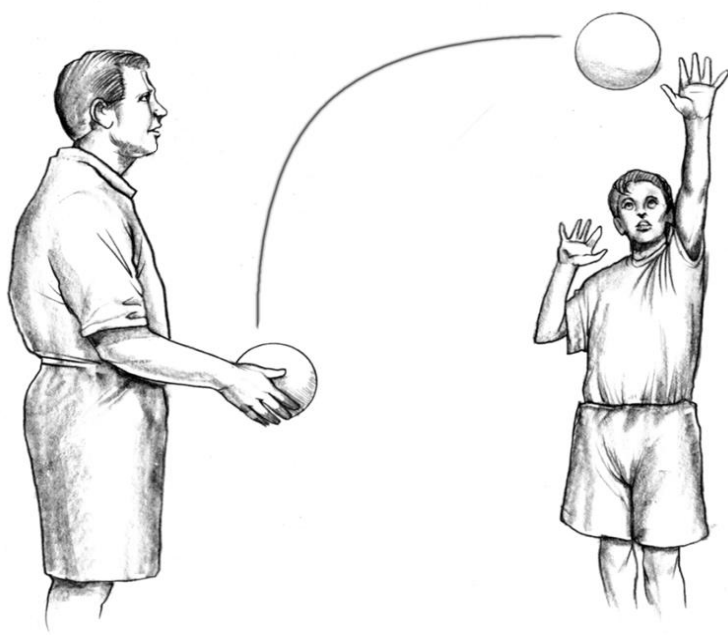


Illustration 11

Be sure to use **positive words** such as: "Good arm swing," "Great spike," "Good effort," "Nice hit," "We have a natural," "You must have played before," "Super effort," "Good wrist snap," "Great topspin," etc.

ADVANCED COMPONENTS OF THE SPIKE: **The Back Swing/Double Arm Lift**

THE BACK SWING/DOUBLE ARM LIFT

Introduction

The "Back Swing" or "Double Arm Lift" is used to increase the power of the hitter's jump. It is the most efficient method of getting the hitter's arms in the spiking position. Also, this skill can significantly increase the amount of power generated by a player's attack.

Demonstration and Explanation

The Clinician will demonstrate how to properly execute the Back Swing/Double Arm Lift.

The mechanics of this skill are relatively simple. The arms are used like a pendulum. During the first part of the skill, the arms are simultaneously thrust backwards. Once the arms have reached the extent of their back swing, they are simultaneously thrust forward until both arms are above the player's head. From this point the player draws back his/her hitting arm and progresses through the spiking skill as previously taught.

Attending to the Players' Needs

Encourage players to swing arms in a parallel movement. If players direct their back swing in a less than parallel motion they will create a situation in which their arms could get crossed on their forward swing. Also, a parallel movement is the most efficient way to transfer the arms' momentum into jumping momentum.

Tip: A useful technique to encourage this pattern is to have players slap their sides on both the back and forward swings.

THE APPROACH

Introduction

Approaches are not required, but if a player is using one you should acknowledge the good approach. The most important component of the approach is the “step-close” or “hop” at the end of the footwork sequence.

Demonstration and Explanation

The Clinician will demonstrate the proper footwork sequence with emphasis on the last two steps and the importance of getting his/her feet to the ball.

USYVL teaches both a three-step and a four-step approach. The different foot sequences for right and left-handed players are listed below. Explain that the first step in the approach is a timing and directional step. The final two steps should occur in close succession. These closing steps are often considered one movement similar to a hop. While the second to last step continues to move the player forward towards the ball, the final step transfers the player’s forward momentum up towards the sky.

Attending to the Players’ Needs

Remember that the approach is not a necessary component to hitting. Learning the approach is only valuable if the player’s arm swing and technique are sound.

Notes on Teaching the Approach

- Use the Reverse Sequencing method.
Players should begin with the step close. Once that component is mastered, have them incorporate the Back Swing/Double Arm Lift. On their second to last step their arms should be thrust back. On their final step, their arms should be thrust forward, above their head. Have them perform each segment both without, then with a ball, before progressing.
- Keep the success rate high.
- Encourage players to contact the ball slightly in front of them to add control and limit shoulder and back injuries.
- Encourage players to accelerate to the ball.
- The tempo of the three steps should be “slow, faster, fastest” where the final two steps happen almost simultaneously.

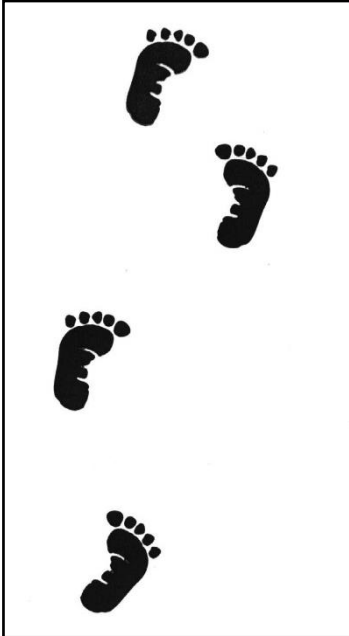
Right-handed players

Three Step Approach

(Left... Right, Left)

Four Step Approach

(Right...Left...Right, Left)



Right-Handed
Approach

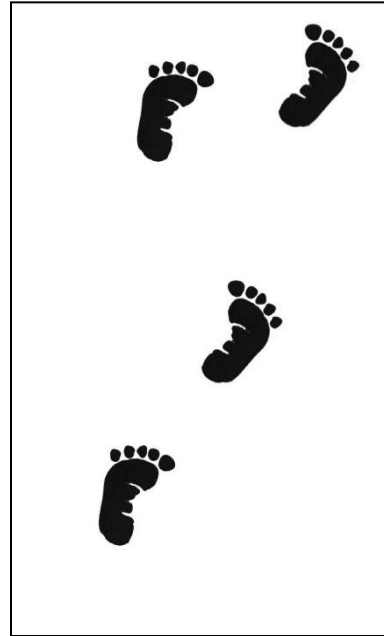
Left-handed players

Three Step Approach

(Right... Left, Right)

Four Step Approach

(Left...Right...Left, Right)



Left-Handed
Approach

KEY WORDS FOR HITTING:

Reach High

Bow and Arrow (Shoot for the Sky)

Snap on the Ball

Top Spin

Big Back Swing; or, Big Double Arm Lift

Slap Your Sides

Step-Close

Feet to the Ball

2. SERVING

Definitions

Serve: The act of putting the ball into play.

Introduction

The Clinician will introduce Serving by asking:

“Does anyone know what a serve is?”

“Does anyone know how to serve?”

“Does anyone know why we serve and why we have different types of serves?”

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate and explain how to properly execute the various types of serves. In USYVL the middle back player serves the ball and can serve inside the endline, but no further than the middle of the court, only using the underhand or sky ball serves.

Emphasize the purpose of the serve. Remind players that getting the serve into the court is the primary goal. Demonstrate that an underhand serve that goes in is better than a 90mph jump serve that goes out.

USYVL supplies instructions for five types of serves:

- (1) The Underhand Serve
- (2) The Overhand Serve
- (3) The Sky Ball*
- (4) The Jump Serve*
- (5) The Float Serve*

*These skills should only be encouraged after a sufficient foundation of the other serving skills has been achieved.

Attending to the Player's Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court, giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS FOR SERVING

The Underhand Serve

(See Illustration 12)



Illustration 12

This is the first serving skill taught by USYVL.

Objective: To provide a simple, consistent method of putting the ball into play. To build the player's confidence in the skill area of serving.

Directive: Position the player(s) no more than ten feet from, and parallel to the net. Have them place the ball in their non-hitting hand. Encourage players to begin with one foot slightly forward (left foot for right-handed players and right foot for left-handed players). Initially, have the players form a fist with their hitting hand.

To initiate play, the participant should swing his/her hitting arm back, and then bring it forward again. The arm should swing in a controlled movement in both directions and similar to that of a pendulum. Contact on the ball should be made with the heel of the palm. The ball should be hit directly out of the

player's own hand. There is no toss involved in this skill.

Notes on Underhand Serving:

- Most players will have more power with a closed fist, but more control with a flat, open hand.
- Encourage players to use the same speed on the back swing as they use when they move to strike the ball (like a pendulum).
- A small step may be added with the leading foot to increase forward momentum.
- For players who have trouble holding the ball still, miss erratically, or consistently toss before they hit, it may prove helpful to hold the ball for them until they are able to correctly execute the drill without the distraction of holding the ball. (This is a similar concept to that of Statue Spiking).
- As players become proficient at this skill, begin to move them back slowly.
- In games, position players where they can achieve consistent success in serving.

ADVANCED VARIATIONS FOR THE UNDERHAND SERVE: The Sky Ball

This is an advanced skill that should only be encouraged for players who have mastered the Underhand Serve.

Objective: The objective of the Sky Ball is to utilize the maximum number of elements as possible (i.e., wind, sun, clouds) when putting the ball into play. To do this, the player must send the ball at least two to three times higher than a normal underhand serve.

Directive: Encourage the player to hit the ball increasingly harder until the desired height is reached. Remember that the player should always be able to perform at a high success rate before progressing further with any skill.

The Overhand Serve

(See Illustration 13)

This is a more advanced form of the serve. At the higher levels of the game, the Overhand Serve and the Jump Serve are the primary methods of initiating play.

Objective: To continue to build confidence and competence from the service line. To provide the player with a serve that is generally more difficult to defend than the Underhand Serve.

Directive: Position the player(s) no more than ten feet from, and parallel to the net. Have them place the ball in their non-hitting hand. Encourage players to begin with one foot slightly forward (left foot for right-handed players and right foot for left-handed players). The serving arm should be back with the serving hand open wide and wrist stiff.



Illustration 13

The player should toss the ball at a height no higher than their maximum standing reach and slightly out in front of the hitting shoulder. A small step may be used with the lead foot in order to help generate momentum. The player should swing to contact the ball at its highest point with an open hand.

Notes on Overhand Serving:

- Once players become proficient from ten feet off the net, begin to move them back slowly. Remember that the player should always be able to perform at a high success rate before progressing further.
- Remember the sequence: Toss, Step, Hit.

ADVANCED VARIATIONS: THE FLOAT SERVE AND THE JUMP SERVE

These skills comprise the most frequently used overhand serving options.

The Float Serve

Objective: To serve the ball with no spin in order to create a knuckleball effect.

Directive: Have the player contact the ball with the full palm of their hand. The wrist should stay stiff and the follow through should be minimal. Encourage players to “pop” the ball instead of hitting through it.

The Jump Serve

This serve utilizes the same skills as the Approach and Spike. The player should be competent in the combination of these skills before attempting to Jump Serve.

Objective: To serve the ball from a more elevated location, closer to the net, and with the potential for greater velocity.

Directive: Position the player roughly 15 feet deep in the court. Have the player hold the ball in their hitting hand with the same foot forward. Encourage the player to toss the ball with enough height to take a 3-step approach and snap the ball deep into the court. Once the player has proved proficient from this minimal distance off the net, begin to move him/her slowly towards the end line.

(A Note on Jump Serving: The most challenging part of the Jump Serve, assuming the player is proficient in both the Approach and Spike, is the toss. A high toss makes all the difference.)

This is an opportune time to explain the foot fault rule. (Players must not cross the back line before or during contact with the ball when serving overhand or a jump serve)

KEY WORDS FOR SERVING:

Face Your Target

Follow Through to Your Target

Toss, Step, Serve (Overhand Serve)

High Toss (Jump Serve)

Snap the Wrist (Jump Serve)

3. SETTING

Definition

Set: The act of placing the ball in a favorable location for the hitter to hit. Usually the second ball in the three contact sequence.

Introduction

The Clinician will introduce setting by asking:

"Does anyone know what a set is?"

"Does anyone know how to set?"

"Does anyone know why we set?" (E.g., "What is the advantage to setting?")

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate how to correctly perform the Set. The Clinician will also explain Key Words to be used while coaching Setting (located at the end of this section).



Illustration 14 A



Illustration 14 B

There are several components to this technical skill. Listed here are the basic instructions for foot position, hand position, and setting motions.

Foot Position

(See Illustrations 14A and 14B)

Have the player stand with the foot closest to the net, typically the right foot, slightly in front and parallel to the net. The player should face the left side of the court. Stress the importance of getting feet to the ball. Players should reset their feet before every set with a Left-Right step or hop into position. Encourage players to step into the set.

Starting Hand Position

(See Illustrations 14A and 14B)

Position players' hands above their forehead (as they look up). Thumbs should be close to one another with wrists back and somewhat down. Elbows should be slightly in front of the shoulders. In this manner, the hands should already be in the shape of the ball.



Setting Motion

(See Illustration 15)

The basic movement is simple. Players should extend their arms after contacting the ball, pushing it to the desired target. Arms should finish fully extended. Note in the Illustrations how the thumbs appear to remain close throughout the setting motion. This is the same motion that Superman uses when he flies.



Attending to the Players' Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court; giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS FOR SETTING

Partner Setting

This drill allows all available coaches to roam the court and assist the maximum number of players.

Objective: To afford players the maximum number of repetitions in the allotted time.

Directive: Have your players partner-up, standing parallel to the net, no more than five feet away. Start the ball in the hands of the player on the left side of the court. The other player should assume a setting ready position. Have the player with the ball toss a good

Illustration 15

“pass” to the setter’s hands. The setter should set the ball back to his/her partner who should catch it above their head with both hands. After ten sets, partners should switch places and perform the skill again. As players become proficient, slowly begin to move them apart to lengthen the distance of the sets.

Remember: Players should be encouraged to complete as many perfect sets in the sequence as possible before progressing further with this skill.

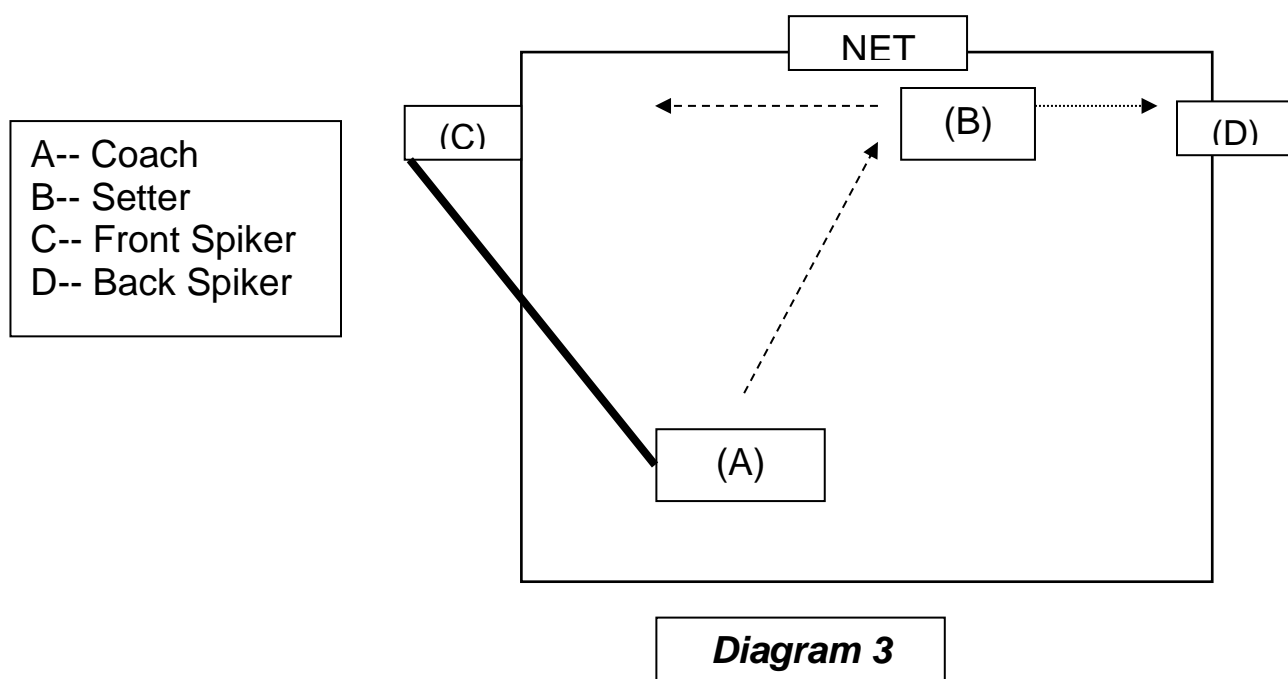
Setting of a Coach's Toss

(See Diagram 3)

Objective: To place the player in a game like situation while maintaining a controlled and successful environment.

Directive: The first time this drill is performed, place one player in position B and one player in position C. Position D may be added after Back Setting has been introduced by the Clinician. The remaining players should form a line behind the coach in position A, ready to hand him/her a ball.

In this drill, players will follow the ball. The coach will toss to the setter; who will set to the hitter/target; who will catch the ball above their head and run to get back in line.



Remember to position players where they will achieve high success rates. Initially, the toss should be relatively low and come from no more than five feet away. Also, the setter should be positioned close to the hitter/target.

ADVANCED VARIATIONS

- If the success rate is high (close to 100%), begin to “pass” the ball from farther away.
- Once the setters have become proficient on different types of passes, move the hitter/target farther away. Remember; begin this new sequence with passes that are low and close to the setter. Keep the success rate high.
- Once Back Setting is introduced, repeat this same pattern.

BACK SETTING

This is an advanced variation on the front set previously described.

Definition

Back set: A set that is projected overhead, in the opposite general direction that the setter is facing.

Introduction

The Clinician will introduce Back Setting by asking:

"Does anyone know what a back set is?"

"Does anyone know how to back set?"

"Does anyone know why we back set?" (E.g., "What is the advantage to back setting?")

Demonstration and Explanation

The back set utilizes the same skills as the normal, front set. The only thing that should change is the direction and final placement of the arms and hands.

Attending to the Players' Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court; giving further instruction and answering questions where needed.

DRILLS FOR BACK SETTING

Setting off a Coach's Toss

(See Diagram 3)

This drill is performed the same as the front setting drill with the exception of having the setter's extension motion go backwards over the head. Prepare a target two to three feet from the standard. Have players aim their sets over their heads and back towards the player who will be located three feet off the net and near the sideline. Remember "Superman setting".

MORE ADVANCED VARIATIONS

Set-Hit Combination Drill

This Set-Hit drill results in the first combination drill in the USYVL curriculum. Setters and spikers are used in this drill to show the combination of a set (skill your players are learning) and spiking, a skill which your players have mastered. Have the Clinician or Coach demonstrate setting the ball to the location (an outside set is used to begin with so we can use both sides of the court.)

Objective: To progress players into a game like situation.

Directive: To perform this drill you will have one line of spikers in position C and a setter in position B. The coach, in position A, will toss the ball to the setter who will set the ball to the spiker. The setter will continue to set until s/he has set all of the players in the "spiking" line. The players in the spiking line will retrieve their spiked balls and return them to the coach. We use a low net for this drill to achieve high success rates for the players.

Safety Note: Always have your players return the ball to you by handing the ball to you, or placing the ball on the ground. Never allow the players to roll the balls to you. A loose ball under a jumping player is very dangerous.

NOTES ON SETTING

- Setters should start near the net, then move off to a bad pass, rather than starting off the net and having to fight to save what is a very good pass right to the net.
- Since setters touch every second ball, setting errors are to be expected. As with any of the skills, be patient.
- Have setters set the ball to a target one meter off net. Teach players to set the ball too high rather than too low.
- Also, setters should have their hands above their shoulders when in a "ready" position anticipating the ball.
- Remind your players to always face the direction s/he is setting the ball.

KEY WORDS FOR SETTING

Stable Stance

Ball-shaped Hands to Cradle

Face Target, Not Source

Full Extension to Target

Equal Hands

Superman

Follow Through

Shape Hands to Ball

4. ROTATIONS AND COURT MOVEMENT

ROTATIONS

(See Diagram 5)

Introduction

The Clinician will introduce Rotations by asking:

"Does anyone know what rotations are?"

"Does anyone know the starting positions on the court?"

"Does anyone have an idea why we rotate?"

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate how and when to rotate.

Rotations: after a team has been awarded a side out, the players will rotate clockwise one position.

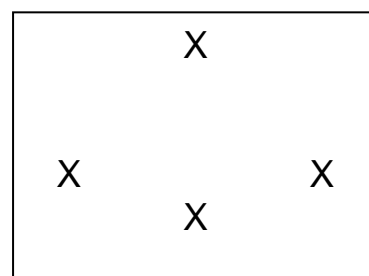


Diagram 5

Attending to the Player's Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills.

The Clinician will roam from court to court; giving further instruction and answering questions where needed.

COURT MOVEMENT

Introduction

The Clinician will introduce Court Movement by asking:

"Does anyone know why moving our feet on the volleyball court is important?"

"Does anyone know how we should move on the volleyball court?"

"Does anyone know why it might be better to run to or through the ball instead of diving or going to your knees?"

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate and explain proper court movement using Key Words located at the end of this section. Be sure to cover methods such as crossing-over, and running to the ball. Emphasis is on regaining a stable stance prior to passing. How to run through the ball while passing may also be demonstrated.

Attending to the Player's Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court, giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS FOR COURT MOVEMENT

7-8 and 9-10 Divisions: Catch and Toss Drill

(See Diagram 6)

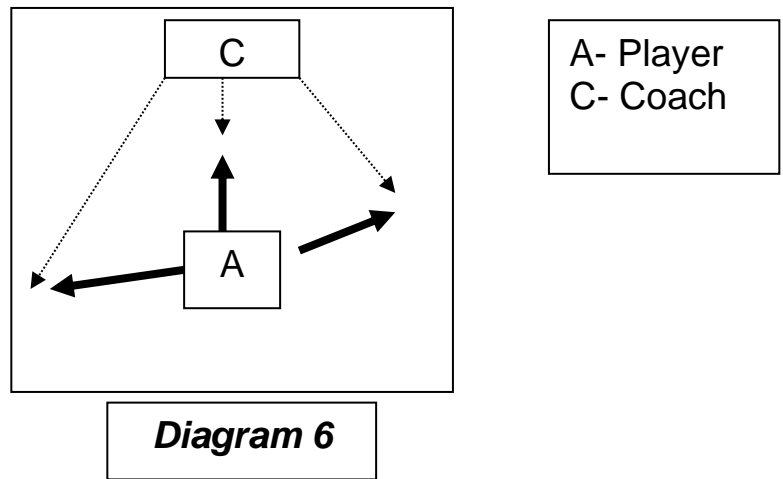
This drill is used for the two younger age groups only.

Objective: Teach quick movements to the ball.

Directive: Explain to the players where the target (the person to which they will pass the ball) is located. When you demonstrate the toss use a continuous motion with your arms extended as you toss the ball. To execute the drill, have players stand in Location A with their arms at their sides.

Then toss the ball to one of your players. Make sure you use a high arc (approximately 10 feet high.)

You want the player to catch and toss the ball with one continuous motion from low to high. Begin with easy passes and progress players at a rate consistent with their success rate.



Starting with the feet in the athletic stance is essential for this drill. Encourage players to stay on their feet. This will enable them to continue to participate in the play after they complete the pass.

KEY WORDS FOR 7-8 AND 9-10 DIVISIONS

Ready to Move

Quick Feet

Quick Toss

Low to High

Get Balanced, or;

Run Through the Ball

ENCOURAGING PHRASES

"You can get there." "Show me how fast you are." "Get on your scooter!"

11-12 and 13-15 Divisions: Free Ball Drill

(See Diagram 6)

This Drill follows the same basic structure as the "Toss and Catch Drill."

Objective: Teach quick movements to the ball and develop forearm passing.

Directive: Start approximately five feet from the net on the side opposite from the players. Begin with easy ("free ball") tosses slightly away from the player.

ADVANCED VARIATIONS:

- Move deeper into the court. If the skill of the group permits, move all the way to the service line. (**Remember: The success rate should remain high**).
- As players develop a mastery of this skill, begin to toss further from their starting point.
- An overhand toss will also add a degree of difficulty.

KEY WORDS FOR COURT MOVEMENT

Ready to Move

Quick Feet

Low to High

Get Balanced, or;

Run Through the Ball

5. FOREARM PASSING

Definitions

Forearm Pass: The skill used to direct the ball with the forearms.

Introduction

The Clinician will introduce Forearm Passing by asking:

"Does anyone know what a forearm pass is?"

"Does anyone know how to forearm pass?"

And most importantly: "Does anyone know why we use a forearm pass?"



Illustration 27

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate how to correctly use the Forearm Pass. The Clinician will also explain Key Words to be used while coaching the Forearm Pass (located at the end of this section).

The forearm pass is primarily used to receive a served ball. A properly executed forearm pass will end up approximately 2 to 4 feet off the net and with enough height to allow the setter to get in place for the set. The forearm pass should always be guided to the setter's area in the center of the court. Make sure that players move their feet to get into position so that the ball can be contacted in front of the middle of his/her body. (Note: At the higher levels more and more coaches are moving away from midline passing in favor of passing to the side of the body in serve receive)

The key concept of the pass is to rebound (deflect) the ball to the setter with minimal arm movement. Begin in the Athletic stance with arms extended, elbows locked and thumbs pointing down.

Make sure your players are contacting the ball on the "Sweet Spot" of their forearm. The "Sweet Spot," is found by traveling directly up the arm from the thumb; just above the break in the wrist is a bump: the "Sweet Spot" is located just above this bump.

On a slow moving, easy ball some movement of the arms will be required. Players should be encouraged to swing only in one direction--in most cases, from low to high. **Remember: The more movement involved, the more room for error.**

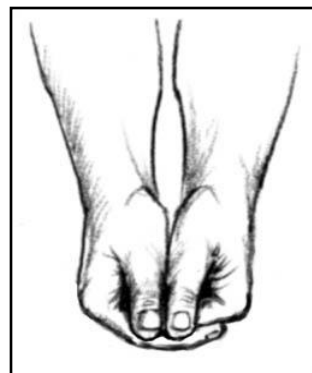


Illustration 27A

Finally, keep everyone talking during this skill; passers should call "Mine!" or "Me!" on every ball.

Players need to maintain a stable stance. Do not allow the players to lean backwards or the ball will go up above their heads.

SIDE PASS

Drop opposite shoulder (if ball is off to right side, drop left shoulder) so the passing “platform” is facing the target. Let the ball rebound off the arms with only a minimal swing in one direction.



Side Pass – a version of the forearm pass.

Attending to the Players' Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court, giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS

Partner Passing

This drill allows all available coaches to roam the court and assist the maximum number of players.

Objective: To afford players the maximum number of repetitions in the allotted time.

Directive: Have your players partner-up with one player standing 2-4 feet from the net with a ball in the hand of the player closest to the net. Position the other player no more than ten feet (one third of the way) into the court in a ready position to execute the forearm pass. Have the player at the net toss an easy ball to the passer's platform. The passer should pass the ball back to their partner who should catch it above their head with both hands. After ten passes, partners should switch places and perform the skill again. **(Remember: Players should be encouraged to complete as many perfect passes in the sequence as possible before progressing further with this skill).**

ADVANCED VARIATIONS:

- Can also be done with a toss slightly off center to promote a game like situation.
- Can be used to teach the side pass.
- As your players skill levels allow, passers can be moved deeper into the court.
- In groups of three, a toss can be made to simulate a serve.

MORE ADVANCED DRILLS

Digging off a Coaches Toss

(See Diagram 7)

Objective: To place the player in a game like situation while maintaining a controlled and successful environment.

Directive: Have your players form two lines in positions A and B. The coach, or assistant coach, will be in position C. The coach will toss the ball to the player in position A who will use the forearm pass to return the ball to the coach. The coach will then alternate tosses and receptions from players A and B. Once a player has passed the ball, s/he will go to the end of the opposite line. Continue the drill until all players have passed the ball 4 to 6 times. The ball should never be tossed directly to the player because (to keep the drill game-like) it is important to teach players to move to the ball before they make contact with it.

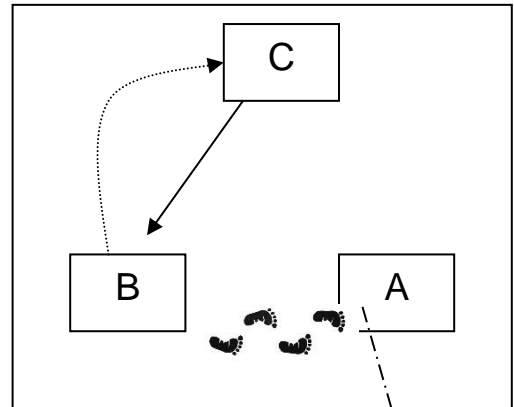


Diagram 7

VARIATIONS ON THE FOREARM PASS: THE BUMP SET

A forearm pass is sometimes used to set the ball. **See Illustration 28.** You will teach the same stance as the front set. The player will move his/her feet to the ball, face the target, place the hands and arms together, finally “bumping” to the target.



Illustration 28

COMMON PROBLEMS AND SOLUTIONS

Problem: Player consistently passes the ball over the net.

Solution: The player may need to adjust his/her arms to a more parallel position in reference to the ground. Also, the player may need to use less force when they contact the ball.

Problem: Player consistently passes the ball short of the setter/target.

Solution: The player may need to adjust his/her arms to a less parallel position in reference to the ground.

Problem: Player is consistently inconsistent.

Solution: Encourage the player to use a limited amount of arm swing and watch the ball all the way into their arms. Remember to start them in the easiest situations first and progress as their skill level allows.

KEY WORDS FOR PASSING

Athletic Stance

Wrists and Hands Together

Straight and Simple

Face the Ball, Angle the Arms

Shuffle

Beat the Ball to the Spot

Thumbs Down

KEY WORDS FOR BUMP SETTING

Wrists and Arms Together

Face the Target

Nice and Easy

6. DEFENSE AND DIGGING

(See Illustration 29)

Definitions

Defense: The actions taken by a team to prevent the ball from landing on their side of the court in any situation besides Serve Receive.

Dig: A ball brought up with any part of the body, particularly from a spike attempt.

Introduction

The Clinician will introduce Defense and Digging by asking:

"Does anyone know what a dig is?"

"Does anyone know how to dig?"

"Does anyone know why we use a dig?"

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate and explain proper Digging technique using Key Words located at the end of this section.



Illustration 29

Explain to your players that the dig is used to defend the attacked side of the court. The ball is guided back to the setter using the forearms similar to a forearm pass.

Explain further that it is very important to remain balanced while playing defense. Players should be encouraged to wait and react to the ball. Emphasis should be given to trying to step to the location of the ball before directing it to the setter. Remind players to angle their arms towards the target/setter position.

Attending to the Player's Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court, giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS FOR DIGGING

Digging off a Coach's Hit

This Drill follows the same basic format as the Forearm Passing drills.

Objective: To begin creating a game like digging situation.

Directive: The coach or assistant coach will start on the same side of the court as the players, close to the net. From that position s/he will hit or throw the ball in a downward trajectory to simulate a spiked ball. When the ball is hit or thrown, the players will use a dig to guide the ball to the setter/target who should catch the ball two to four feet off the net half way between each sideline. After the defensive player digs the ball, s/he should move to the position of setter/target. After the setter/target catches the ball they should hand the ball to the coach and get back in line.

ADVANCED VARIATIONS FOR DIGGING DRILLS

- The coach may stand on the opposite side of the net to simulate a more game like situation.
- If the skill level of the group allows, the coach may decide to have the players perform a dig and set combination. In this scenario the defensive player goes to the setter position after the dig, the setter goes to the position of hitter/target after the set, and the hitter/target hands the ball back to the coach after s/he catches it.
- A hitter may also be added to the above-mentioned sequence.
- **Remember:** The success rate of each player should remain high.

KEY WORDS FOR DIGGING/DEFENSE

Get Balanced

Step to Ball

Arms Together

Set the Angle (of the arms)

Straight and Simple

Beat the Ball to its Spot

7. BLOCKING

(See Illustration 30)

This is the last skill taught in the USYVL program. Blocking will be taught only to the 13-15 division.

Definitions

Block: A play occurring within one meter of, and no lower than the top of the net that denies the attacked ball from reaching the blocker's side.

Introduction

The Clinician will introduce Blocking by asking:
"Does anyone know what a block is?"
"Does anyone know how to block?"
"Does anyone know why a block might be helpful."

Demonstration and Explanation

The Clinician, with the assistance of coaches and/or players, will demonstrate how to correctly perform the block.

The primary technique to teach is a palm lead with fingers pointing slightly outward from the body (like Mickey Mouse ears.) Never allow players to lead with their fingers. Prior to making a blocking move, hands should be carried at eye level in order to maintain an athletic position where the player is most capable of movement along the net. Let them know that when they jump, they will need to time their block relative to the distance of the hitter from the net. The further an attacker is from the net, the longer the jump will be delayed. As the players jump to block a hit, they will thrust their hands up and forward over the net, keeping the biceps close to their ears; their elbows and wrists will be locked. For safety reasons make sure that players pull their fingers back to their side of the court, and extend their heels (of hand) and palms forward.



Illustration 30

Most players will close their eyes as the ball comes towards them. Encourage them to use their vision to help their hand placement. Another common problem is the desire to swing the hands at the ball. Explain to them that a good block doesn't

always mean a blocked ball. A good block can take up space so that the defense has less responsibility.

Attending to the Players' Needs

After the Clinician has excused coaches and players to their courts, coaches will attend to their own players by leading them through the appropriate drills. The Clinician will roam from court to court, giving further instruction and answering questions where needed.

INTRODUCTORY DRILLS FOR BLOCKING

Low-Net Blocking

(See Diagram 8)

This drill is designed on the notion that blocking is potentially the most frustrating skill in the game of volleyball as it is the most failure oriented.

Objective: To create a situation where players may encounter constant success at this very difficult skill.

Directive: Have your players form a “blocking” line on one side of the court. Explain to your players that s/he will need to extend their arms and hands over the net and towards the ball. From three feet off the net on the opposite side of the court, the coach or assistant coach will toss the ball, using an overhead toss, into the raised arms of the player. Each player should block three balls before moving to the end of the “blocking” line.

A- Player
C- Coach

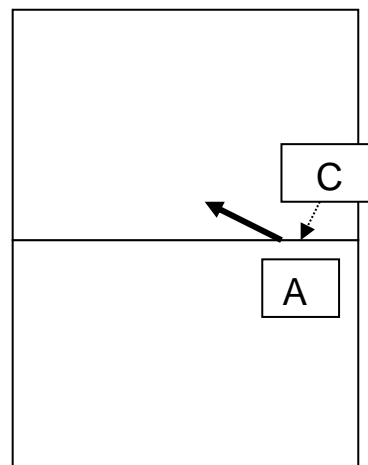


Diagram 8

VARIATIONS FOR BLOCKING DRILLS

- If players struggle with shooting their hands out to block, have them start with arms already extended in the proper position.
- Once players become proficient, raise the net and encourage a jump and block combination.

KEY WORDS FOR BLOCKING

Eyes Open
Palm Lead (Not Fingers!)
Block to the Middle of the Court
Take Up Space

Jump Straight Up
Press Over the Net
Read the Set

Game Time

How to play volleyball...in the USYVL.

Before you begin...

Referee Responsibilities

Be Positive. Be Decisive. Be Upbeat.

As a referee, remember the following: Let the kids play, keep it fun and do what you can to keep the game running smoothly. In this handbook, the USYVL rules have been outlined. You will notice that, in some cases, the rules have been modified from the traditional interpretation. These changes have been made to facilitate a young player's ease of learning the game and to keep the flow of the game moving. Thank you for learning the USYVL rules, and making a difference in the lives of children.

Make sure you have your:

- Whistle
- Uniform
- Smile

Referees:

Referees are required at all games. Coaches have been informed to teach their players to respect the referees and never to argue with them.

Line Judges:

While not required, referees may employ the use of line judges. Line judges will assist with calling the ball "in" or "out" of the court, spotting a "touched" ball and service foot faults.

Safety first:

- Check field, sand, or gym court for hazards or unsafe playing conditions.
- Inspect players for jewelry, casts, splints, etc. If a player is wearing jewelry other than religious or medical medals, please have the player remove the jewelry. Advise players with casts or splints not to play. A splint on the leg is permitted if deemed safe.
- Make sure all players are wearing shoes (shoes are mandatory on all playing surfaces, except for sand.)

*** If an injury occurs on your court, immediately notify the First-aid Administrator.

The referee should maintain the integrity of the game structure (see "Game Types.") Referees should be upbeat while keeping the game moving smoothly.

Briefly explain rules of the particular game to be played (Hot Potato, Double Max, etc.) to the children before the game begins.

Game Types: (There are two game types used in the USYVL.)

A quick note on rotation: For all games, rotation will take place in a clockwise direction with four players on the court at all times. Players will rotate off the court from the middle front, Setter position and re-enter in the right front, Right Side Hitter position. Think of the rotation as one chain – so all players are given equal playing time.

A quick note on serving: If a player needs to be inside of the endline in order to serve the ball over the net, s/he may do so in any of the game types. Generally, these players will be the younger players. The underhand serve is the only type of serve permitted inside of the endline.

(Serving inside the endline; player can start inside the endline, but no further than the middle of the court)

Hot Potato: (For 7-8 division) add serving rule

With the “Hot Potato” game, players are permitted to catch the ball on the first contact following each net crossing. The second contact (set) and third contact (spike or return hit) must be played in the traditional fashion (rebounded without holding the ball.) The ball may not be allowed to hit the floor during play. With this game variation, each player will be given two consecutive serves. An underhand serve from inside the endline is permitted if needed. After the player’s two serves have been played out, the serve (side out) will go to the serving player on the opposite team, regardless of which team “won” the rally. Players should be encouraged to maintain a rally as long as possible. Score is not kept. The game will run 20-25 minutes. The Site Clinician designates the beginning and ending of a game by blowing the whistle.

Highlights:

- Catch, toss, set and spike game
- Two serves per player
- Underhand service inside of boundary line allowed
- No score kept

Double Max™: (9-10, 11-12 and 13-15 divisions)

The Double Max™ is a traditional rally scored game: there is a point scored on every serve, the team that wins the rally earns the point and the serve. The one modified rule: players have a two serve maximum, which means that a server may only serve up to two times in a row (must earn second serve). Games are played to 25 points (team must win by 2). If one game to 25 is completed before the Site Clinician blows the whistle, switch sides and begin another game until the whistle is blown.

Highlights:

- Competition game
- Two serve maximum per player (must earn second serve)
- Rally point scoring
- Game to 25 points

Check the net height and court dimensions to be sure they are appropriate for the age group and game to be played. Check the net to be sure it is taut.

Encourage players to call their own faults – especially net faults. Obviously younger players will not know all fault rules.

Basic Rules of Volleyball:

The USYVL recommends that you consult a USA Volleyball Official Volleyball Rulebook for a complete list of volleyball regulations. We only require that you understand the rules as set forth by the USYVL, which offer a simplified (and slightly altered) version of the official rules.

Modified USYVL Rules:

Rule Interpretation: Judgment of ball handling is loosened to promote the acquisition of skills. The attempt to perform a skill correctly is more important than if the ball was cleanly handled. Let the kids play. They need to be comfortable handling the ball and playing volleyball. Double contacts are legal on the first contact after the ball has come over the net. The rule that does not allow the ball to "visibly come to rest" is loosened. Rotation order is used. Players are encouraged to call their own violations. Younger players want organized games, but not complicated game rules. With the USYVL program, the use of non-standard scoring and skill variations will be utilized. For the youngest age division, scores are not kept.

USYVL Game Rules:

Before the Game:

- No jewelry is allowed except medical or religious medals
- No casts, hard splints or braces are allowed on the upper body
- No casts or hard splints are allowed on the lower body
- Soft bandages and tape are allowed (at the discretion of the Coach and Referee)

Before the service:

A coin toss, or ball roll, will determine which team will serve. The ball roll involves having one player from each team rolling a ball from one sideline to the other. The team whose player rolls the ball closest to the sideline (even if it rolls past the line) will serve the ball.

The Service:

The ball is put into play by the referee signaling for service. The server will stand behind the endline to serve. The ball must be hit so as to cross the net and land in the opponent's court. The ball may touch the net as it crosses.

If a server makes a poor toss s/he may elect to let the ball drop to the ground. A second attempt is allowed. (For some game situations in USYVL play, two serves will be mandatory. The referee is responsible for explaining the specific game format to be used.)

A serve is good as long as it passes over the net, between the antennas, or imaginary line perpendicular to the court lines. After it has crossed the net, the trajectory of the ball must take it so that it either lands in the opponent's court or is touched by an opposing team member. The ball may touch the net as it crosses.

A server must keep both feet behind the end line while serving. **If a player is having difficulty serving the ball over the net, s/he may move in front of the end line, but not past the middle of the court, to serve an underhand serve. Overhand, Sky Ball, Jump Serve and Float Serves must always be executed from behind the endline.**

The serve is surrendered to the opposing team whenever any of the following serving faults occur:

- The ball travels under the net
- The ball goes outside of the antennae line (imaginary line perpendicular to the boundary lines)
- The ball touches a player before crossing the net
- The ball lands outside of the opponent's court

The server is standing on, or in front of, the end line (known as a foot fault - USYVL rules mandate that unless the foot fault infraction is obvious, let it go. If a player is having difficulty serving the ball over the net, s/he may move in front of the end line, but not past the middle of the court, to serve an underhand serve. Overhand, Sky Ball, Jump Serve and Float Serves must always be executed from behind the endline.

Playing the Ball:

A maximum of three contacts per side to get the ball over the net is allowed. A block does not count as a contact.

The ball cannot visibly come to rest in a player's hands or arms. A ball that comes to rest in a player's hands or arms is called a held ball. This is not permitted (however, USYVL rules specify a very loose interpretation of a held ball rule.)

Note: A held ball is permitted on the first contact following each net crossing in the 7-8 division.

Only front row players may block. Back row players may not block. Blocking or attacking a serve is not legal. A blocker's hand may extend over the net, but must not contact the ball until after the hitter has contacted the ball.

A serve received by an overhand pass is legal.

Play at the Net:

A ball that hits the net between the antennae line (imaginary line perpendicular to the boundary lines) may be continued in play. Players are not allowed to touch the net unless the ball has hit the net with such force that the net strikes the player. (Please maintain a loose interpretation of this rule.)

Touching the opponent's playing area with any part of your body except your feet is a fault.

Touching the standards (net supports) accidentally is not a fault.

Ball in Play/Dead Ball:

The ball is in play when it is legally contacted for service.

The ball is dead when:

- It does not cross the net completely between the antennae line
- It hits the ground (or indoors, the wall)
- It passes fully under the net or outside the antennae line
- A player commits a fault
- A referee's whistle blows, even if inadvertently

A ball that hits the court boundary or line is considered "in."

Team and Player Faults:

If players on opposing teams commit simultaneous faults, the play is replayed (e.g. both players in the net.)

When scoring applies, a fault by a serving team results in a side out. A fault by the receiving team results in a point for the serving team.

A fault occurs when:

- The ball touches the ground
- The ball is clearly held (when game structure does not permit a held ball)
- A team touches the ball more than three times consecutively
- A ball touches a player twice consecutively, except when blocking
- A ball is illegally served
- An illegal block occurs
- The ball does not completely cross the net between the antennae lines
- A player touches the net
- A player reaches under the net and touches either an opposing player or the ball
- A ball lands outside of the court (or, indoors, the ball strikes an object)
- A ball that hits the court boundary line is considered "in."

Court Etiquette

Before the start of the game, gather the team and do a cheer with your team name. Following the whistle indicating the end of the game, gather the team and do a cheer for the team just played. Both teams go to the back line, of their corresponding side of the court, and line up along the back line facing the net. One of the coaches will blow a whistle and signal teams to form a single line and go to the center of the court to shake hands with the opposing team.

Positions in Traditional Volleyball (six players per side:)

Outside Hitter, Opposite, Setter, Middle Blocker, Back Row Specialist and Libero. At the highest levels of volleyball, players may play a single position. However, in the USYVL program, as a player moves in the court rotation, s/he will play each position.

Positions in USYVL (four players per side:)

Right Side Hitter, Left Side Hitter, Setter and Middle Back.

...AND MOST IMPORTANTLY... KEEP IT FUN!

REMEMBER... "EVERY CHILD PLAYS"

USYVL CURRICULUM OUTLINE

As you read through the Curriculum Outline, you will notice that skills and drills are kept to short periods of time. The children's attention and enthusiasm is better maintained this way.

Ball Gathering: It is good to teach ball shagging the very first day. Let it be known that it is expected from each player every practice and game.

Net Heights: Net heights are included with the following lesson plans.

Day 1: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'	1A
9-10	5'4"	1B
11-12	6'2"	2A
13-15	6'6"	2B

Check-in prior to start with Site Director and Clinician!

Set-up Net and verify players against Team Roster!

***** All players should help gather balls during and after every practice/game.**

5 minutes: Group Warm-Up

5 minutes: **Name Game**

10 minutes: Introduce **Statue Spiking** (7-8 and 9-10 year-olds, move onto Fountain Spiking immediately after each player has had one contact)
Introduce **Fountain Spiking** (11-12 and 13-15 year-olds)

10 minutes: Introduce **Arch Spiking**

2 minutes: Water break

25 minutes: Introduce **Serving** (Underhand, Overhand, Sky Ball, Float and Jump)

3 minutes: Cool-down and select team name and report to Site Director

Day 2: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'	1A
9-10	5'4"	1B
11-12	6'2"	2A
13-15	6'6"	2B

Check-in prior to start with Site Director and Clinician!

Set-up Net and verify players against Team Roster!

5 minutes: Group Warm-Up

5 minutes: Review **Fountain Spiking**

10 minutes: Review **Arch Spiking**

10 minutes: Review **Serving** (Underhand, Overhand, Sky Ball, Float and Jump)

2 minutes: Water break

10 minutes: Introduce **Superman Setting**

5 minutes: **Set and Spike Combination**

10 minutes: Demo Game

3 minutes: Cool-down and announcements

Day 3: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'4"	1B
9-10	5'8"	1C
11-12	6'6"	2B
13-15	6'10"	2C

- 5 minutes: Group Warm-Up
- 10 minutes: Review **Superman Setting**
- 15 minutes: **Set and Spike Combination**
- 2 minutes: Water break
- 5 minutes: **Court Movement**
- 10 minutes: Introduce **Forearm Passing**
- 10 minutes: Introduce **Overhead Passing**
- 3 minutes: Cool-down and announcements

Day 4: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'4"	1B
9-10	5'8"	1C
11-12	6'6"	2B
13-15	6'10"	2C

- 5 minutes: Group Warm-Up
- 5 minutes: Review **Forearm Passing**
- 5 minutes: Review **Overhead Passing**
- 10 minutes: Introduce **Forearm Digging**
- 5 minutes: Introduce **Overhead Digging**
- 2 minutes: Water break
- 10 minutes: **Rotation and Court Etiquette**
- 15 minutes: **Passing Game***
- 3 minutes: Cool-down and announcements

***Passing Game:** Teams set-up on court as if they were playing a game; four players on the court at a time in a diamond formation (See Diagram 5 on page 34). A serve (or toss from coach) begins each rally. The objective with the **passing game** is to keep the rally going as long as possible. The primary rule is that every contact will be a forearm pass. Points are awarded to the team that wins the rally.

Day 5: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Group Warm-Up
- 10 minutes: Review **Forearm Digging**
- 10 minutes: Review **Overhead Digging**
- 5 minutes: **Spiking**
- 2 minutes: Water break
- 10 minutes: **Pass/Set/Spike Combination***
- 8 minutes: **Serving for Percentage***
- 10 minutes: **Game***

***Serving For Percentage:** Have the player focus on one of the four serves taught previously and have them serve at least 10 balls. Track how many out of 10 they are able to complete successfully.

***Pass/Set/Spike Combination:** Set-up one player in the passing, setting and spiking positions. The coach will toss the ball from across the net to the passer. The passer will pass to the setter. The setter will set to the spiker. The spiker will spike the ball over the net. Rotate players after every ball tossed.

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Day 6: Game Day

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Pass, Set and Spike Warm-Up Drill
- 25 minutes: **Game***
- 2 minutes: Water break
- 25 minutes: **Game***
- 3 minutes: Cool-down and announcements

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Day 7: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Group Warm-Up
- 10 minutes: Introduce **Back Setting**
- 10 minutes: **Back Set and Spike Combination**
- 5 minutes: **Passing**
- 2 minutes: Water break
- 5 minutes: **Passing a ball out of the net**
- 5 minutes: **Setting a ball passed at the net**
- 10 minutes: **Dig, Set, Spike Combination***
- 8 minutes: Serving

***Dig/Set/Spike Combination:** Set-up one player in the passing, setting and spiking positions. The coach will hit or throw the ball in a downward motion from across the net to the digger. The digger will dig to the setter. The setter will set to the spiker. The spiker will spike the ball over the net. Rotate players after every ball tossed.

Practice 8: Game Day

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Passing, Setting and Spiking Warm-Up Drill
- 25 minutes: **Game***
- 2 minutes: Water break
- 25 minutes: **Game***
- 3 minutes: Cool-down and announcements

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Day 9: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Group Warm-Up
- 5 minutes: Review **Back Setting**
- 10 minutes: ***Setting Drill**
- 5 minutes: **Serving**
- 2 minutes: Water break
- 10 minutes: Introduce **Blocking**
- 15 minutes: **Team Defense***
- 8 minutes: Scrimmage

***Setting Drill:** Coach tosses a ball from various positions in back court to setter, who will set to a hitting line. One player will set until all players have hit; then a new player will rotate into the setter's position. Be sure to challenge (not over challenge) the setter with the tosses.

***Team Defense:** Clinician will demonstrate the proper positioning of players on the court, during game play.

Day 10: Game Day

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Pass, Set and Spike Warm-Up Drill
- 25 minutes: **Game***
- 2 minutes: Water break
- 25 minutes: **Game***
- 3 minutes: Cool-down and announcements

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Day 11: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Group Warm-up
- 15 minutes: **Pass, Set, Spike Drill***
- 10 minutes: **Spiking for Percentage***
- 2 minutes: Water break
- 5 minutes: Review **Blocking**
- 15 minutes: **Side Out Drill***
- 8 minutes: Serving

***Pass, Set, Spike Drill:** Have one player in the setter's location and other players in three locations in the back court. The coach or assistant coach, will toss balls to the players in the back court who will pass to the setter who will, in turn, set the player who passed the ball. Rotate player's positions periodically.

***Spiking for Percentage:** Each player will hit 10 balls in a row. Track how many out of 10 they are able to complete successfully.

***Side Out Drill:** The coach or assistant coach, tosses the ball from various locations on the opposing team's court. Both teams play the ball out as if in a game situation and the team that sides out wins the point.

Day 12: Game Day

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Pass, Set and Spike Warm-Up Drill
- 25 minutes: **Game***
- 2 minutes: Water break
- 25 minutes: **Game***
- 3 minutes: Cool-down and announcements

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Day 13: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Group Warm-Up
- 5 minutes: **Setting**
- 5 minutes: **Passing**
- 15 minutes: **Spiking in Three Directions***
- 2 minutes: Water break
- 5 minutes: **Serving**
- 15 minutes: **Mobility Challenge***
- 8 minutes: Serving

***Spiking in Three Directions:** Have players spike down the line, to the center of the court, and cross-court. Mark your three locations with towels, sweats, cones, etc. Players will hit three sets in a row for this drill.

***Mobility Challenge:** The coach or assistant coach, tosses the ball from various locations on the opposing team's court. Both teams play the ball out as if in a game situation. The team that sides out will automatically get a second ball tossed by the coach. The team must sides out two times in a row to get one point.

Day 14: Game Day

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8 and 9-10	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Pass, Set and Spike Warm-Up Drill
- 25 minutes: **Game***
- 2 minutes: Water break
- 25 minutes: **Game***
- 3 minutes: Cool-down and announcements

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Day 15: Practice

Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Group Warm-Up Drill
- 25 minutes: **Station Day***
- 2 minutes: Water break
- 25 minutes: **Station Day***
- 3 minutes: Cool-down and announcements

***Station Day:** The Clinician will assign each coach a skill to teach at their station. The Clinician will blow the whistle every 10 minutes to move players from station to station.

Stations:

- Spiking
- Serving
- Setting
- Passing
- Digging
- Blocking

Day 16: Game Day

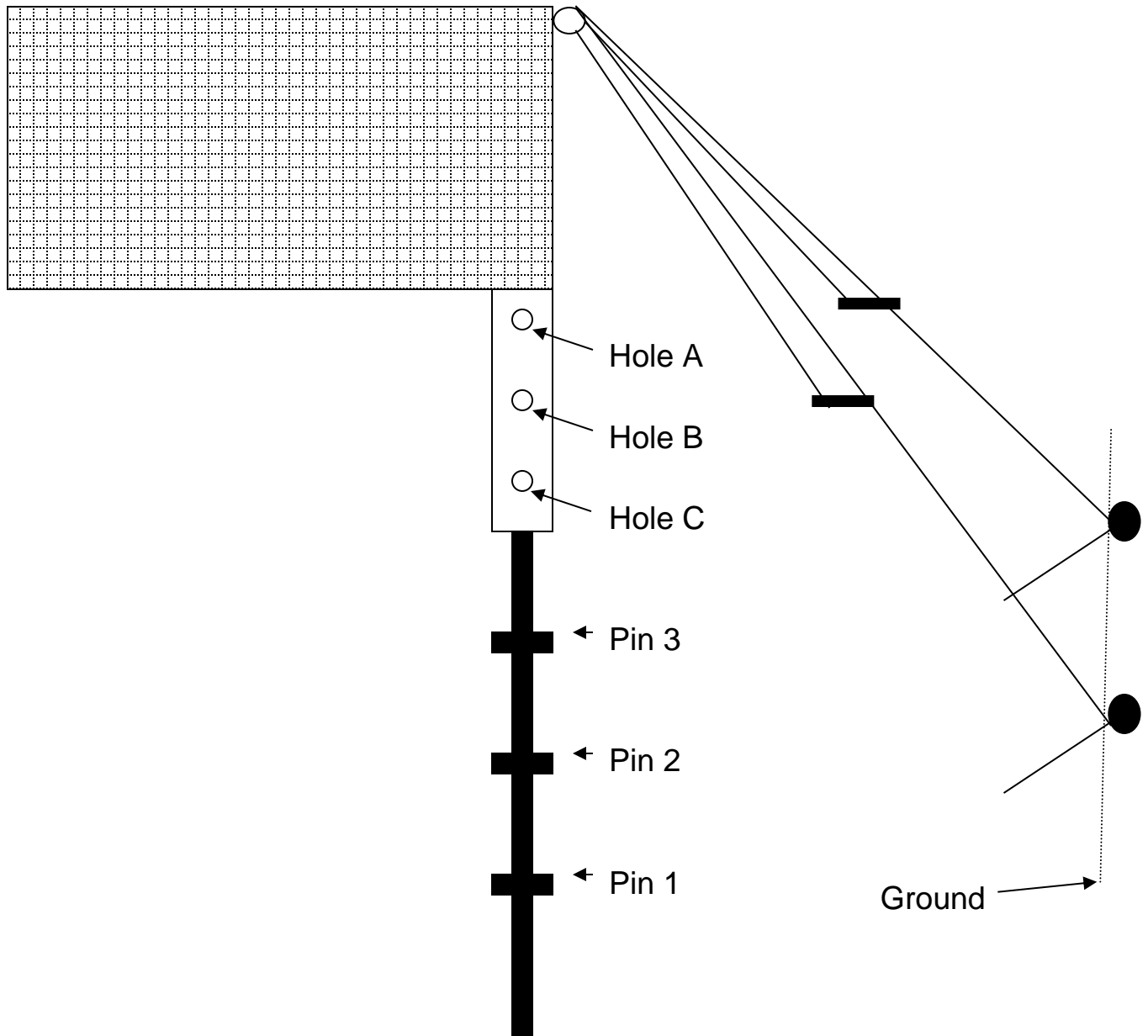
Date: _____

Age Group	Approximate Net Height	Park & Sun Pin #'s
7-8	5'8"	1C
9-10	6'2"	2A
11-12	6'10"	2C
13-15	7'4 1/8"	3A

- 5 minutes: Pass, Set and Spike Warm-Up Drill
- 25 minutes: **Game***
- 2 minutes: Water break
- 25 minutes: **Game***
- 3 minutes: Cool down and announcements

***Games:** **Hot Potato** for 7-8 division. **Double Max** for 9-10, 11-12 and 13-15 div.

Grass Court Set-Up



Set stakes at a 45 degree angle, away from the pole and hammer completely into the grass.

Appendix A: Games

Volleyball Octopus

Equipment Needed: None

Skills emphasized: Fleeing, dodging, chasing, running, stopping.

Organization:

1. Designate a playing area with a goal line on both ends (ocean.)
2. Designate 4-5 players to be an "octopus." All the other players are fish.

Description:

1. The octopuses roam in the ocean, while the fish gather behind one of the goal lines.

2. The octopus call out, "Volley fish, volley fish, swim across my ocean!" At this command, the fish must swim (run, hop, jump, gallop, or slide) across the ocean to the opposite goal to be safe. The octopuses try to tag as many fish as possible.

3. All tagged fish become octopus tentacles in the next round. Their feet are frozen and their arms move continuously.

4. When the octopus again invites the fish to swim, the fish can be tagged by the outstretched arms of the moving tentacles.

5. In the end, there is one giant octopus filling the ocean with its moving tentacles.

Special Notes:

Emphasize a safe tag game and point out moving within the boundaries.

Freeze Tag

Equipment Needed: None

Skills Emphasized: Running, fleeing, dodging, chasing, stopping, rolling.

Organization:

1. Designate the playing area as volleyball court boundaries.
2. Designate one or two players to be "it."

Description:

1. The "it" players try to tag others.

2. Once a player is tagged, s/he is frozen.

3. To become unfrozen, another player must crawl, roll or dive between their legs.

4. Change the designated players that are "it" every two minutes.

Special Notes: Emphasize a safe tag game and point out moving within the boundaries. Also help the children understand cooperation and strategies to help free their teammates.

Throw and Catch to Self

Equipment: One ball for each child.

Skills Emphasized: Throwing and catching.

Organization:

1. The players are scattered out over the playing surface.
2. Each player is holding a ball.

Description:

1. On a signal the player throws and catches the ball. As they master this, add difficulty to each phase.

- a. Throw, clap once and catch
- b. Throw, clap twice and catch
- c. Throw, jump up and catch
- d. Throw, half turn and catch

2. Add movement to the throwing and catching sequence.

Special Notes: Emphasize to players that this will help them play volleyball.

Diamond Drill

Equipment Needed: Two balls per group of 4 players.

Skill: Throwing, catching, hitting.

Organization:

1. Four players are in a diamond formation with two balls.
2. The goal is to keep the ball in rally without hitting the two balls.

Description:

1. Each group of partners begins to throw and catch the ball back and forth.
2. Gradually change the skill to two hands above the head.
3. Next, off forearms.

Special Notes: This will work on controlled and coordinated hits.

Water Balloon Volleyball (The ultimate "cool-down" game)

Equipment Needed: Balloons

Skill: Throwing, catching.

Organization:

1. Have one complete team on each side of the net.

Description:

1. The children throw and catch the balloon across the net.
2. The number of contacts per side may be designated.
3. When the balloon pops the opposing side receives a point.
4. Have plenty of balloons for this game!!!

Your Game Idea:

Appendix B: Court Set-up

Court Set-up

Your site should provide ample space in which to set up the courts. Always remember that safety comes first! Make sure the court area is free from debris or objects (sprinklers, utility boxes, rocks, metal objects, holes, mud, glass, sticks, bicycles, skateboards, golf balls, dogs not on leash, etc.) that may prove to be hazardous. Outside the court boundary make sure you have left a sufficiently unobstructed "play" zone. The "play" zone may vary between indoor and outdoor locations. See below for the section that applies to your site.

Grass Set-up

Perform a pre-set-up inspection to be sure you have all parts of your net system: equipment bag, net, poles (net may be pre-attached to poles; if so, do not remove net from poles), guylines, stakes, boundary lines and line winder. Make sure nets are free from tears and that guylines are not frayed.

- Screen court area for objects, hazards or debris.
- **Make sure your courts are not set up in clover inundated with bees.**
- Make sure you have a minimum of 20 feet between each sideline and endline.
- See instructions per net system manufacturer.

Sand Set-up

Perform pre-set-up inspection to be sure you have all parts of your net system: equipment bag, net, poles (net may be pre-attached to poles; if so, do not remove net from poles), guylines, stakes, boundary lines, line winder and sand kit. Make sure nets are free from tears and that guylines are not frayed. If you are using pre-existing standards, please be certain to check that net height can be adjusted to the required USYVL heights. Also if using pre-existing standards make sure they are securely placed in the sand, free from splinters or sharp obtrusions. Standards with splinters or sharp obtrusions should be covered with pole covers.

- Screen court for debris, objects or holes that pose hazards.
- If using portable courts, leave a minimum of 20 feet between sidelines and endlines.
- See instructions per net system manufacturer (if you are setting up your own courts.)

Indoor Court Set-up

Inspect standards to make sure they are securely attached to the floor. Once you are confident that the standards are secure, make sure the net is free from tears or frayed cables. Check standards for protruding objects. Pole pads are mandatory. Be sure that standards allow net heights to adjust to all USYVL regulation heights.

- Make sure "play" zone is free from chairs, sweat suits, gym bags, etc.

Court Size

30'X60' or (18 m x 9 m) for International size) for 11-12 and 13-15 divisions.
25'X50' or (16 m x 8 m) for 7-8 and 9-10 divisions.

Boundary Lines

Court lines will be used on grass and sand. For indoor locations, special floor tape may be used to modify court dimensions.

Net Height

Net height will be age-specific and will change as the season progresses. Details will be given with the daily lesson plans.

Net height ranges:

Age group 7-8: Net height set from 60 inches (5') to 68 inches (5' 8") high.

Age group 9-10: Net height set from 64 inches (5'4") to 74 inches (6'2") high.

Age group 11-12: Net height set from 74 inches (6'2") to 82 inches (6'10") high.

Age group 13-15: Net height from 78 inches (6'6") to 88 1/8 inches (7'4 1/8") high.

Ready to play!

Smile

Applaud

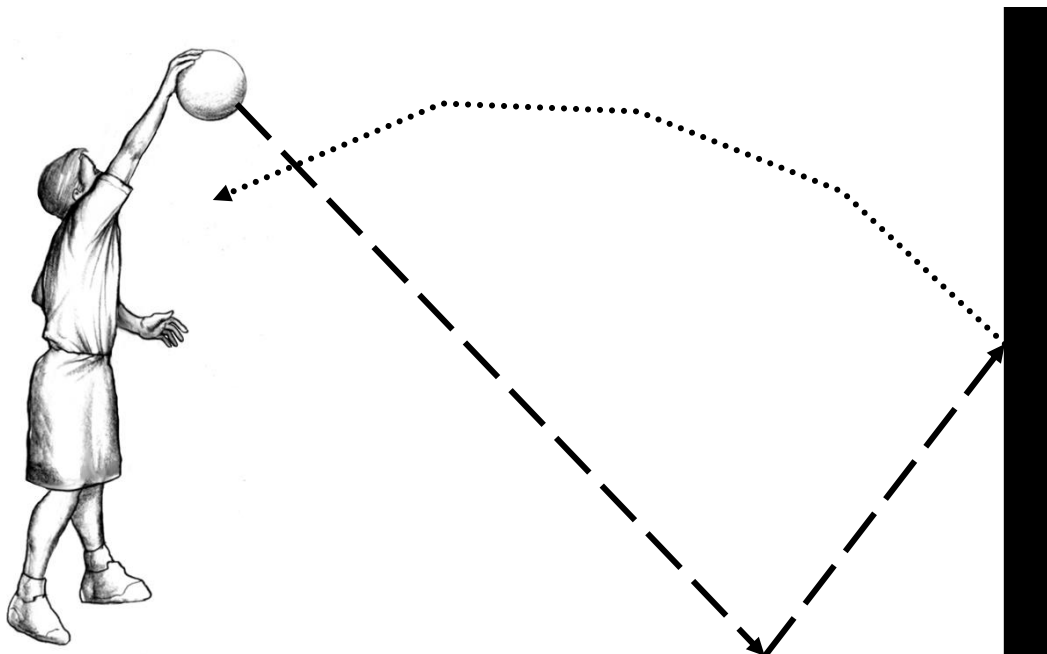
Talk to Players: Discuss teamwork with your players. Let your players know that they must communicate with one another in order to be successful as a team.

Appendix C: Player's Section

Improvement Drills to do at home

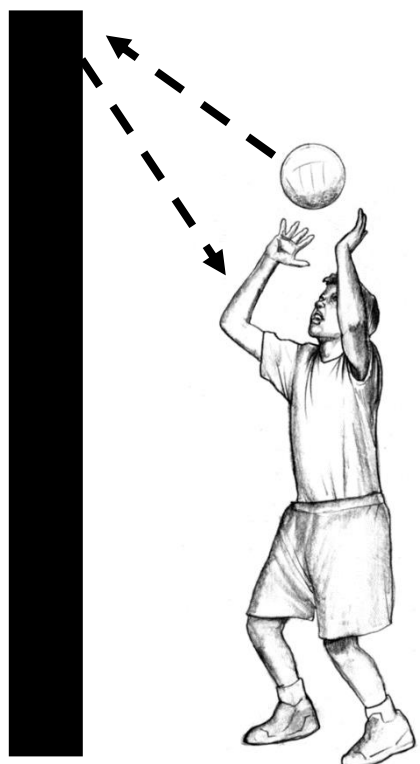
Everyone has heard the term “practice makes perfect.” It is a fact that the more you train, the better you will get. Here are a few drills you can do by yourself, when you don't have someone to practice with! For many of these drills you will need a wall. Look around for a solid wall in an open space that your parents will let you bounce a ball against. This wall will be your new best friend. Give it a name!

Spiking: Stand about 15 feet from the wall. Spike the ball toward the ground and have it bounce back to you off the wall. Focus on contacting the ball high and in front of you, hitting the ball in the same place every time with a big open hand. This drill will help you with arm swing control, ball contact/placement and building shoulder strength. Avoid hitting the ball really hard and focus more on the motion

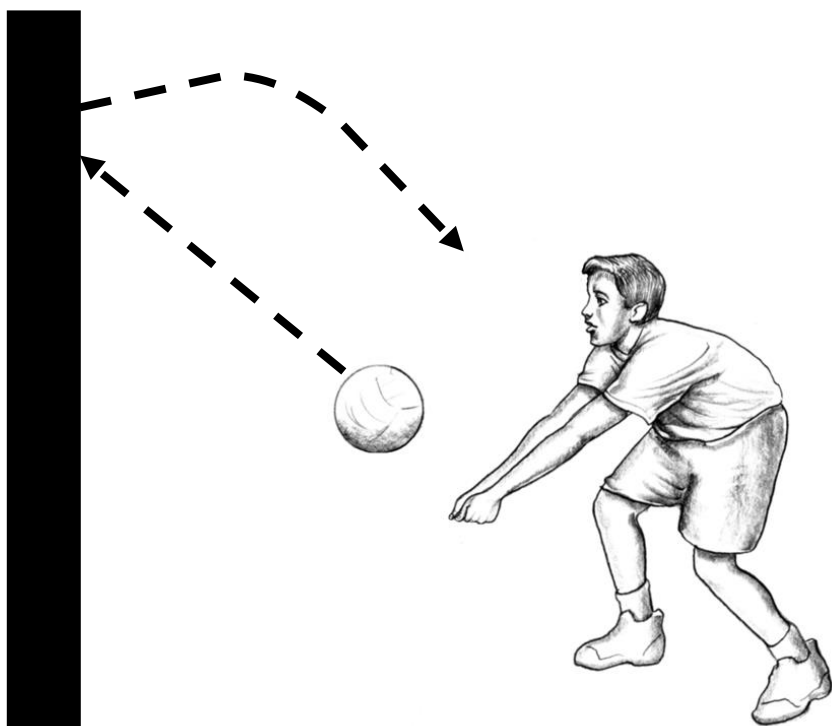


of your arm swing and controlling the ball.

Passing and Setting: Find a focus point on the wall. This will be your passing/setting target. The goal is to pass/set to that spot. When **passing**, focus on facing the direction of the target, keeping your knees bent, staying low and balanced, locking your arms out and maintaining a flat passing platform. When **setting**, keep your hands up and thumbs down, elbows out, and focus on contacting the ball on the sides. Work on setting with a snap of the wrists and no spin on the ball. Stand closer to the wall, about 3 feet away, and really work on repetition, contacting the ball softly and controlling the set. Try and keep the ball going for as long as you can with these drills. You will improve your volleyball skills and get much stronger in the process.



Setting



Passing

One Ball, No Wall

There are many things that you can do with only the ball to improve your coordination, touch on the ball and overall ball control fundamentals.

Passing/Setting to Yourself: Toss the ball into the air and continue to pass it to yourself. Set a goal for yourself -- a number of times you must keep the ball going before you stop. Here are some examples of things to do.

Easy: Pass the ball straight up and down.

Medium: Pass the ball on your right, over to your left, and back. Move your platform from side to side, as the ball crosses over your body like a rainbow.

Hard: Pass the ball in the air; after each pass, spin yourself around, before having to pass it again; spin to the left, then spin to the right, or pass it in the air, then try and sit on the ground and get up before passing it again.

Really Hard: Pass, sit on the ground, set the ball in the air, get up, then pass the



ball again.

Set, Pass, Set, Right Hand, Left Hand, Head bump, Pass: Try this combination with the ball to work on your coordination. Sometimes in volleyball you may only be able to dig the ball with one hand. Practicing passing the ball to yourself using one hand at a time can help you become a better defensive player.

When practicing your one hand coordination with the ball. Stay away from using the palm of your hand to dig the ball up. Many referees will call you for a *lift*. Instead, use the back of your hand, a fist, your two knuckles (pokie), or the top of your hand where your thumb connects to your hand. These are all different ways you can legally dig a ball with one hand, and not get called for a *lift*.

Appendix D: Advanced Drills

Ruler of the Court:

- Designate the “Ruler” side.
- Start with 4 players on the “Ruler” side and 4 players on the “Challenger” side.
- Remaining players line up behind the back line on the Challenger side.
- The coach initiates the drill by tossing the ball to the Challengers who proceed to pass, set and hit the ball to the Ruler side.
- If the Challengers win the rally, they run under the net to the Ruler side, and the previous Rulers go off outside the court; the new Challengers come onto the court.
- If the Rulers win they remain on their side, the old Challengers exit the court, and the new Challengers enter the court. Teams can be pre-determined or players can go on in random order (if in designated teams, number of wins can be kept.)

Wash Drills:

- With 4 players per side, the coach tosses an easy ball to one side.
- The team plays out the coach’s toss and sends the ball to the other side where the second team continues to play it out.
- When the ball is dead, the coach tosses another ball to the same side and the process is repeated.
- After the second ball is dead, the coach switches the toss to the other side. After the ball is dead, the coach tosses the fourth ball to the same side.
- “Small” points are awarded to the side that wins the rally.
- In order to get 1 “big” point, one team must win three out of the four balls. If they win all four “small” points, they earn 2 “big” points.
- If both teams win two rallies, then it is a wash and no “big” points are awarded.
- The game is played to 5 “big” points.

Coaches can modify this game by hitting topspin balls or allowing the teams to serve one or both of the balls.

Keep it Up! (Ball handling drill:)

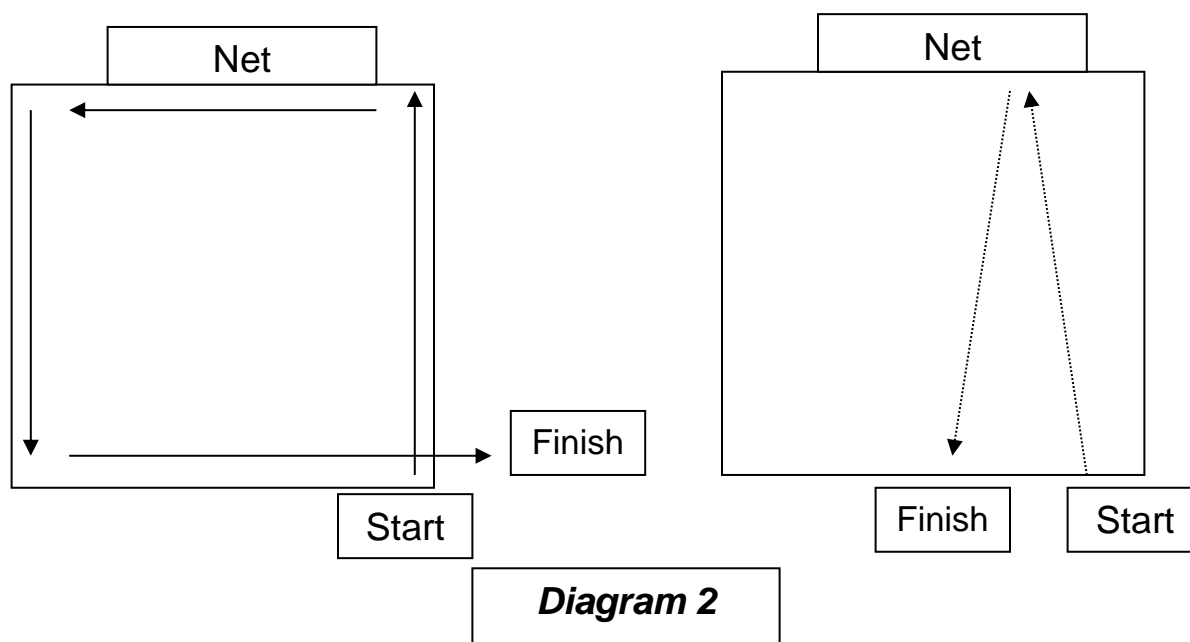
- 4-8 players form a circle (at least double arms-length apart from each other.)
- The game starts with an underhand toss of the ball to a player.
- All subsequent contacts are either bumps or sets.
- Players call “me” or “mine” prior to contacting the ball.
- Teammates in the circle call the name of who they want to hit the ball while it is in play.

- All players count out loud how many contacts the team makes in a row (they see how long they can “keep it up!”)
- Teams compete against their own previous best record.

Cool-Down Games

Cool-down games are used to gather all participants and end practice with a fun and positive activity.

Duck Walk: Have children place their thumbs under their armpits and squat down low. Have the players walk in a single file line from the end line to the net and back. For the second round of the "walk," have your players line up at the rear corner of the court. Have another team start at the opposite corner of the court (on their side of the net.) The teams will race one another when you blow your whistle. The whole team must finish before a team has finished the race. **See Diagram 2** for racecourse options.



See Appendix A for further cool down game options.

Keep It Low-Pressure & Positive

Appendix E: Glossary

Ace	A served ball that lands within the playing boundaries, which is untouched by the receiving team and scores point.
Antennae Line	The imaginary line that runs vertically up the net perpendicular to the boundary lines.
Back Row Specialist	A player who specializes in playing defense and serving.
Block	An attempt by a player or players to interrupt the ball before, as, or just after, it crosses the net.
Bump (Pass)	Technique of playing ball using forearms, hands together, to direct the ball.
Bump (Set)	A forearm pass used as a set.
Carry	A fault called if ball comes to rest in the course of contact by one player.
Contacted Ball	A contacted ball is one that touches or is touched by any part of a player's body or clothing.
Court	The playing surface divided into two equal areas by a net. In its official form, volleyball is played on a rectangular court 18 meters (59 feet 0.75 inches) long and 9 meters (29 feet 6.475 inches) wide; a net placed 2.24 meters (7 feet 4.125 inches) high.
Coverage	Most often refers to backing up a partner's hit when the block is up and the ball comes back.
Cross Court/Cut Shot	An offensive hit when a player, instead of hitting with power, slices the ball just over and nearly parallel to the net.
Dig (Save)	Ball brought up (saved) with any part of body, particularly from a spike attempt.

Dink	Ball played just over the net or blocker's hands, (instead of spiking)
Floater	A flat-footed serve that has no spin and "floats" across the net, usually to a location difficult for the receiving team to return.
Forearm Pass	The skill used to direct the ball with the forearms. Hands should be cupped together with the arms extended--moving in an underhand or sidearm motion.
Hard-Driven Ball	Any spiked ball hit from above or even with the height of the net, may be handled with a double hit by any part of the body, so long as the hit is the first attempt to play the ball. A spiked ball touching the net does not disqualify a ball from being ruled hard-driven.
Hit Ball	A ball that is clearly hit and does not come to rest upon contact.
Hitter	A player who is in a rotation position to spike (or hit) the ball.
Joust	A classic confrontation above the net featuring hitter and blocker.
Jump Serve	A serve using a spiking (overhand with jump) technique.
Kill	Termination of play leading to a point or side out.
Let Serve	A serve that hits the net when the ball is put in play and lands in your opponents court. This is a legal play.
Lift	A held ball – a ball that comes to an extended rest while being contacted by a player. The USYVL allows lifts in certain situations.
Line Shot	A ball spiked along an opponent's sideline, closest to the hitter.
Off Hand Side	Right hand player, playing right side. The ball comes across the body on a set to hit.

On Hand Side	Right hand player, playing left side. The ball is in front of a player on a set to hit.
Opposite-side Hitter	A hitter in a position in the front row on the right-hand side of the court
Out of Bounds	The ball is out of bounds when it touches any surface, object or ground outside the court. Any part of the ball touching a boundary line or inside the poles of the net is not out of bounds. If the ball is caught or is contacted by a player before landing out of bounds, it is not out of bounds.
Outside Hitter	A hitter in a position in the front row on the left side
Overhand Pass	A pass made with the hands above the head – similar to a set.
Pancake	A one-handed defensive technique where the hand is extended and placed along the ground, palm down so that the ball rebounds off the back of the hand rather than the ground.
Pass	Term for serve-receive. The first contact from a ball hit over the net.
Point	A point is awarded to the team that wins the rally. Rules may be modified for USYVL play.
Rally	Several successive returns over the net in the course of one point.
Replay	The act of putting the ball in play again without awarding a point or side out.
Roof	A block that usually goes straight down on the opponent's side.
Rotation	The method which is used to change positions after a side out.
Rules of the Game	All players must know rules of the game and abide by them.

Scoring	Games are typically played to 25 points. However, the USYVL rules scoring rules vary based on age division.
Screening	An attempt by a player to conceal the start of a teammate's serve by obstructing an opponent's line of sight. Screening is illegal.
Set	A pass that is positioned to a hitter for a spike or dink.
Setter	The player who sets the ball.
Serve	The act of putting the ball into play.
Side Out	Should the team who receives the serve win the rally, a side out is awarded.
Simultaneous Contact	Contact of the ball made by two players at the same instant.
Skyball	An underhand serve hit very high into the air.
Spiked Ball	The skill used to forcefully direct a ball from no less than the height of the top of the net into the opposing players' court. Also known as a bury, crush, hammer, kill, put-away or slam.
Three Hits Per Side	A team may contact the ball no more than three times before sending the ball over the net.
Time-outs	When the ball is dead, a player may request a time-out. Time-outs may be taken at the beginning of a match or consecutively without any play in between. Each team is permitted two 60-second full time-outs per game.
Underhand Serve	Putting the ball into play with an underhand motion.

Appendix F: Sample Roster

Form 4010

TEAM ROSTER

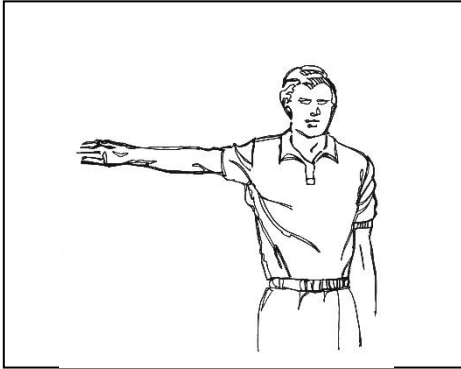
Site Name: CONESO CREEK PARK NORTH Site Location: THOUSAND OAKS, CA
 Team Name: SILVER SPIKERS Practice/Game Times: 5PM TUESDAYS/10AM SAT.
 Volunteer Coach: JULIE UPBEAT Coach's Phone: 800-555-1234
 Asst. Coach: HENRY POSITIVE A/C Phone: 800-555-1235

PLAYER'S NAME	PARENTS/GUARDIAN	ADDRESS	PHONE
JOSH DIGGER	PETE & NANCY DIGGER	1930 MAIN STREET THOUSAND OAKS, CA 91360	555-4321
SKYLAR SKYBALL	ALICE & AARON SKYBALL	2010 YORK ROAD NEWBURY PARK, CA 91361	555-3214
JAMIE JUMPER	TOM JUMPER/LISA NETT	6987 SOUTH STREET THOUSAND OAKS, CA 91360	555-9876
PETER PANCAKE	PAUL PANCAKE (WEEKDAYS) GINA JOHNSON (WEEKENDS)	PAUL PANCAKE / GINA JOHNSON 101 JONES ROAD AGOURA, CA 91356 / OAKMARBLE@91364	PAUL - 555-8765 GINA - 555-7654
LISA LEAPER	DONNA LEAPER	9955 LDDP AVENUE THOUSAND OAKS, CA 92360	555-3124
JIMMY CRUSH	BILL & STACEY CRUSH	3255 BEWELL DRING THOUSAND OAKS, CA 91360	555-1425



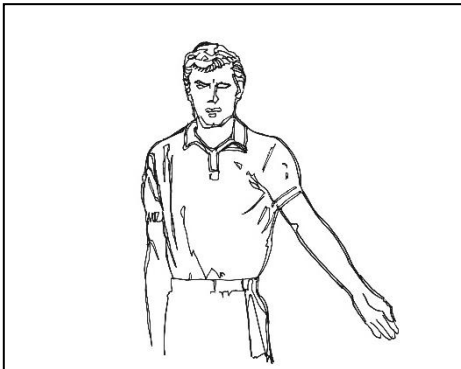
SIGNAL FOR SERVICE

Extend arm horizontally toward server and lift arm in the direction of the serve. Simultaneously blow whistle for service.



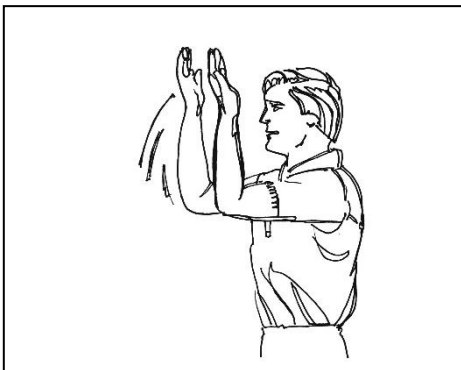
SIDE OUT

Move the arm toward the side of the court of the team that is to serve. A side out is awarded to a receiving team when they earn, or are given, the serve.



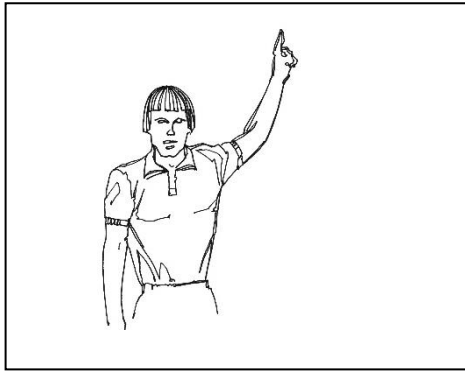
BALL IN

Point arm toward the inside of court. This indicates that a ball has landed inside, or on, the court boundary.



BALL OUT

Raise both forearms upward away from the court. This indicates that a ball has landed out of the court boundary.



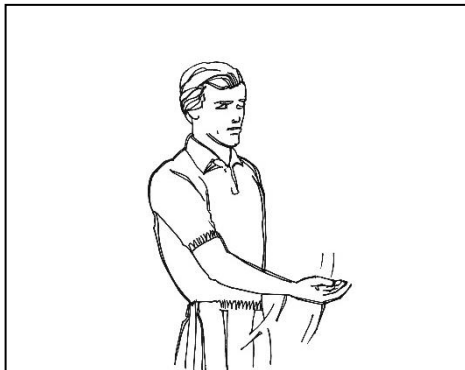
POINT

Raise index finger on side of court for team that has scored the point.



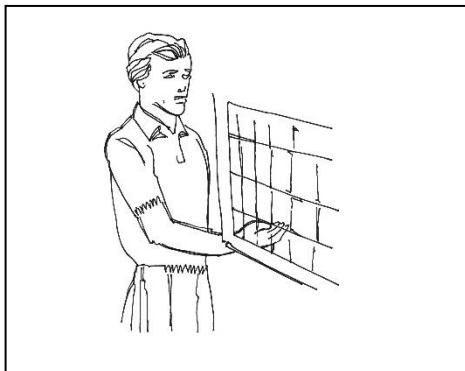
FOUR CONTACTS

Raise hand with four fingers. This indicates that more than three contacts have been made by a team before returning the ball to the opposing side of the court.



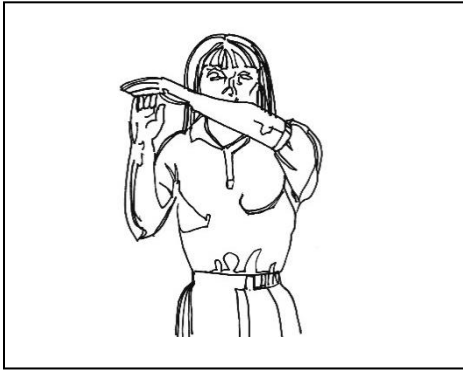
LIFT

With the elbow bent, lift the arm. This indicates that a ball has been inappropriately lifted as opposed to cleanly rebounded.



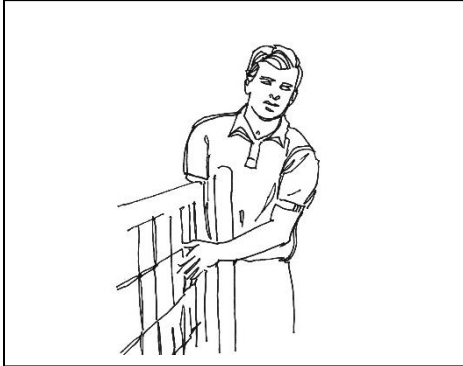
PLAYER UNDER NET

Extend hand under net from the direction of the player who committed the fault.



TOUCH

Brush flat hand across the tips of the other hands fingers. Indicates a ball has been touched before going out of the court boundary.



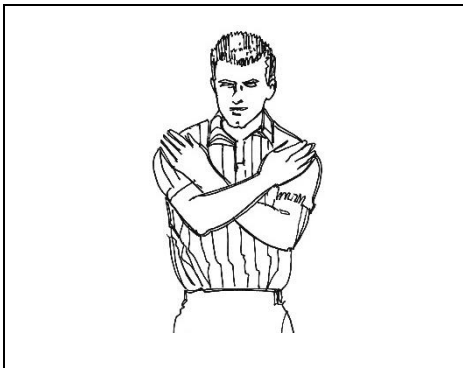
NET VIOLATION

Touch net on side of court from which the player has committed the fault.



TIME OUT

Extend hand and arms in a "T" position.



END OF GAME

Cross arms across chest.