

Volley2s Guide to Teaching & Coaching

Introduction

Welcome to the official guide for Volley2s – an adapted 2v2 version of volleyball which has been developed by Volleyball England for children aged 7 to 11.

Volley2s can be played on small courts, regardless of surface, it can be played inside or outside between same sex or mixed teams. Its versatility, accessibility, emphasis on fun, and low equipment and space requirements not only make Volley2s an ideal stepping stone for introducing youngsters to volleyball, but an ideal game for introducing children to sport.

The programme's detailed development stages have been designed to provide teachers and coaches with step by step

guidance, ultimately ensuring that players learn sport-specific skills as well as vital problem-solving and social skills.

The Volley2s programme consists of the following:

- A guide to teaching and coaching;
- A 'Festival Pack' that includes guidance on how to organise a competition;
- The Primary Volleyball Award: a face to face training course for teachers and coaches.

This guide has been put together thanks to the help of dozens of contributors, many of whom are listed below. It has been created to help establish a new version of volleyball that is educational but also fun.

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This section explains the rules of Volley2s at each of the four stages: Red, Amber, Green and Gold, and helps teachers and coaches understand the main game principles of volleyball for ages 7 - 11.

01 Understanding

The Volley2s Guide to Teaching and Coaching

The Volley2s Guide to Teaching and Coaching is designed to equip teachers and coaches with the knowledge and understanding to facilitate fun and engaging sessions in school and club settings and prepare the children to take part in Volley2s competitions.

Volleyball England's philosophy is that children learn best by playing the game.

We believe that:

- an understanding of strategy and tactics should be encouraged by solving the problems that are generated by playing the game
- children progress when they understand how to play the game and play it better through the development of teamwork, motor skills and problem solving skills
- fair play and sporting behaviour should be encouraged at all times
- games should be modified and adapted to match the needs of the children.

Volley2s takes young people from an easy to play catch and throw game through four developmental stages (Red, Amber, Green, Gold) to play 2v2 volleyball using recognised volleyball shots such as dig, set, spike, serve and block.

New movement and volleyball skills, tactical and problem solving skills, and social skills are introduced at each stage.

STAGE	MAIN DEVELOPMENT FOCUS
Volley2s Red	Simple catch and throw game emphasising three contacts. Positive social behaviour towards themselves.
Volley2s Amber	Introduce serve, volley and attacking principles. Positive social behaviour towards their teammate.
Volley2s Green	Introduce dig, spike and receiving principles. Positive social behaviour towards their opponents.
Volley2s Gold	Introduce blocking and defending principles. Positive social behaviour towards all involved in the game.

The Guide to Teaching and Coaching is divided into five sections each with a specific focus.	
Section 1	Provides a summary of the rules for Red, Amber, Green, Gold games and demonstrates how to play the game using three contacts to build an attack.
Section 2	Describes how to create sessions that are game-based, and meet the needs of all the children in your group.
Section 3	Contains over 100 warm-up, cool-down and development activities to use.
Section 4	Shares the tasks and roles required to organise a fun, challenging and inclusive Volley2s Festival.
Section 5	Comprises a series of Technical Cards which show and explain the key points for each of the main volleyball skills and concepts.

Why Volleyball?

Volleyball is one of the most popular sports in the world and has grown to be one of the main disciplines of the Olympic and Paralympic Games. The reason for this outstanding success is that volleyball is a highly versatile and accessible sport. It can be practised from childhood to adulthood, by women and men, in a sports hall, playground, park or at the beach, by people with various levels of abilities and disabilities and it requires very little equipment.

Why Volley2s?

Volley2s is a two player version of volleyball which has been developed for children aged 7 to 11. This small sided version of volleyball:

- simplifies the game
- increases engagement and activity
- is easy to learn and play different positions.

Volley2s:

- develops fundamental movement skills that are essential in dealing with a variety of physical environments encountered in everyday life. Through a number of different controlled, whole-body actions such as moving, throwing, catching, jumping, running and striking skills, children learn the fundamental movements which contribute to general body awareness and foster healthy physical habits.
- promotes problem solving skills and basic game tactics. Children are encouraged to find solutions and strategies needed for success, make decisions based on different situations as well as identify and practise the skills needed to improve play. The game tactics found in volleyball include maintaining a rally, defending space, building a play and scoring a point.
- fosters positive sporting behaviours such as teamwork, respect of oneself and others and taking initiative. These social skills are essential for developing well-rounded individuals. Volleyball is an ideal sport through which positive behavioural habits can be fostered among children.
- is a safe non-contact activity
- meets National Curriculum requirements
- contributes to physical literacy by building the skills, knowledge, and behaviours to lead an active life.

Volley2s takes young people from an easy to play catch and throw game through four developmental stages (Red, Amber, Green, Gold) to play 2v2 volleyball using recognised volleyball shots such as dig, set, spike, serve and block. Each stage is organised differently with its own set of rules, as shown below.

Rules and Organisation

Volley2s RED

Organisation

Court Size	Net Height	Matches	Suggested Age
Recommended length 9m i.e. 4.5m each side of the net (volleyball court width). Recommended width between 3.05m (half badminton court width) and 4.5m (half volleyball court width).	Between 1.80m and 2.15m depending on age/height of the players i.e. just above stretch height.	Suggested matches to 15 points or 6-8 minutes You can alter the length of matches to fit the time you have available.	7-8 year old KS2- Years 3/4

General Rules

Number of Contacts	In Volley2s Red, Amber and Green, teams have to play the ball three times. In Volley2s Gold, teams have to play the ball a minimum of two times.
Winning Points	The rally is over when: ● The ball contacts the floor or hits an object ● The ball is "in" if it contacts the floor in the court area, including the lines ● The ball is "out" if it contacts the floor outside the court markings or hits an object such as the post ● a team plays the ball more than three times ● a player plays the ball twice in a row ● a team plays the wrong shot
Switching	Every time the ball goes over the net players switch places.
Serving	Maximum of 3 serves in a row for any player If a player wins points from 3 consecutive serves their partner swaps to serve. If a team completes 6 serves in a row the opposition gains the serve but not a point.
Net/Court Touches	Players are not allowed to touch the net or cross the centre line of the court (for safety reasons). The ball may hit the net while crossing to the opponent's side.

Game Specific Rules

Serve	Contact 1	Player 1	Contact 2	Player 2	Contact 3	Player 1
The shot that starts the game. Serve from anywhere on court.	The first shot that is played once the ball comes over the net by either player (who is called the receiver).		Setting up your partner so they can send an attacking shot into your opponent's court.		An attacking shot into your opponent's court to try to win a point.	
Throw the ball underhand (palms facing up) over the net from any position on the court.	Catch the ball any way you want, then pass the ball to your partner underhand (palms facing up).		Catch the ball any way you want, then pass the ball to your partner underhand (palms facing up) OR overhand (above head-height push).		Catch the ball any way you want, then play ball over the net using two hands.	

Rules and Organisation

Volley2s AMBER

Organisation

Court Size	Net Height	Matches	Suggested Age
Recommended length 9m i.e. 4.5m each side of the net (volleyball court width). Recommended width between 3.05m (half badminton court width) and 4.5m (half volleyball court width).	Between 1.80m and 2.15m depending on age/height of the players i.e. just above stretch height.	Suggested matches to 15 points or 6-8 minutes. You can alter the length of matches to fit the time you have available.	8 - 10 year old KS2- Years 4/5

General Rules

Number of Contacts	In Volley2s Red, Amber and Green, teams have to play the ball three times. In Volley2s Gold, teams have to play the ball a minimum of two times.
Winning Points	The rally is over when: ● The ball contacts the floor or hits an object ● The ball is "in" if it contacts the floor in the court area, including the lines ● The ball is "out" if it contacts the floor outside the court markings or hits an object such as the post ● a team plays the ball more than three times ● a player plays the ball twice in a row ● a team plays the wrong shot
Switching	Every time the ball goes over the net players switch places.
Serving	Maximum of 3 serves in a row for any player. If a player wins points from 3 consecutive serves their partner swaps to serve. If a team completes 6 serves in a row the opposition gains the serve but not a point.
Net/Court Touches	Players are not allowed to touch the net (for safety reasons). The ball may hit the net while crossing to the opponents side.

Game Specific Rules

Serve	Contact 1 Player 1	Contact 2 Player 2	Contact 3 Player 1
The shot that starts the game. Serve from anywhere on the court.	The first shot that is played once the ball comes over the net by either player (who is called the receiver).	Setting up your partner so they can send an attacking shot into your opponent's court.	An attacking shot into your opponent's court to try to win a point.
Throw the ball underhand (palms facing up) over the net from anywhere on the court OR Underhand serve over the net from anywhere on the court.	Catch the ball any way you want, then pass the ball to your partner underhand (palms facing up).	Catch the ball any way you want then self-feed volley to your partner.	Play the ball over the net using a volley, spike or tip.

Rules and Organisation

Volley2s GREEN

Organisation

Court Size	Net Height	Matches	Suggested Age
Recommended length 9m i.e. 4.5m each side of the net (volleyball court width). Recommended width between 3.05m (half badminton court width) and 4.5m (half volleyball court width).	Between 1.80m and 2.15m depending on age/height of the players i.e. just above stretch height.	Suggested matches to 15 points or 6-8 minutes. You can alter the length of matches to fit the time you have available.	10 - 11 year old KS2- Years 5/6

General Rules

Number of Contacts	In Volley2s Red, Amber and Green, teams have to play the ball three times. In Volley2s Gold, teams have to play the ball a minimum of two times.
Winning Points	The rally is over when: ● The ball contacts the floor or hits an object ● The ball is "in" if it contacts the floor in the court area, including the lines ● The ball is "out" if it contacts the floor outside the court markings or hits an object such as the post ● a team plays the ball more than three times ● a player plays the ball twice in a row ● a team plays the wrong shot.
Switching	Every time the ball goes over the net players switch places.
Serving	Maximum of 3 serves in a row for any player. If a player wins points from 3 consecutive serves their partner swaps to serve. If a team completes 6 serves in a row the opposition gains the serve but not a point.
Net/Court Touches	Players are not allowed to touch the net (for safety reasons). The ball may hit the net while crossing to the opponents side.

Game Specific Rules

Serve	Contact 1	Player 1	Contact 2	Player 2	Contact 3	Player 1
The shot that starts the game. Serve from the back half of the court.	The first shot that is played once the ball comes over the net by either player (who is called the receiver).		Setting up your partner so they can send an attacking shot into your opponent's court.		Attacking your opponent's court to try to win a point.	
From Service						
Underhand serve over the net. Serve from the back half of the court.	Play the ball with a dig.		Catch the ball any way you want then self-feed volley to your partner.		Play the ball over the net using volley or spike.	
During Rallies						
	Contact 1	Player 1	Contact 2	Player 2	Contact 3	Player 1
	Play the ball with a volley or dig.		Catch the ball any way you want then self-feed volley to your partner.		Play the ball over the net using volley or spike.	

Rules and Organisation

Volley2s GOLD

Organisation

Court Size	Net Height	Matches	Suggested Age
Recommended length 9m i.e. 4.5m each side of the net (volleyball court width). Recommended width between 3.05m (half badminton court width) and 4.5m (half volleyball court width).	Between 1.80m and 2.15m depending on age/height of the players i.e. just above stretch height.	Suggested matches to 15 points or 6-8 minutes. You can alter the length of matches to fit the time you have available.	11 - 12 year old KS2/3- Years 6/7

General Rules

Number of Contacts	In Volley2s Red, Amber and Green, teams have to play the ball three times. In Volley2s Gold, teams have to play the ball a minimum of two times.
Winning Points	The rally is over when: ● The ball contacts the floor or hits an object ● The ball is "in" if it contacts the floor in the court area, including the lines ● The ball is "out" if it contacts the floor outside the court markings or hits an object such as the post ● a team plays the ball more than three times ● a player plays the ball twice in a row ● a team plays the wrong shot
Switching	Every time the ball goes over the net players switch places.
Serving	Maximum of 3 serves in a row for any player. If a player wins points from 3 consecutive serves their partner swaps to serve. If a team completes 6 serves in a row the opposition gains the serve but not a point.
Net/Court Touches	Players are not allowed to touch the net (for safety reasons). The ball may hit the net while crossing to the opponents side.

Game Specific Rules

Serve	Contact 1	Player 1	Contact 2	Player 2	Contact 3	Player 1
The shot that starts the game. Serve from behind the baseline.	The first shot that is played once the ball comes over the net by either player (who is called the receiver).		Setting up your partner so they can send an attacking shot into your opponent's court.		An attacking shot into your opponent's court to try to win a point.	
Underhand serve. Serve from behind the base line.	Play the ball with a volley or dig.		Play the ball with a volley or dig.		Play the ball over the net using volley, spike, tip, dig.	

Game Specific Rules for Two Contacts

	Contact 1	Player 1	Contact 2	Player 2
Underhand serve. Serve from behind the base line.	Play the ball with a volley or dig.			Play the ball over the net using volley, spike, tip, dig.

Game Play

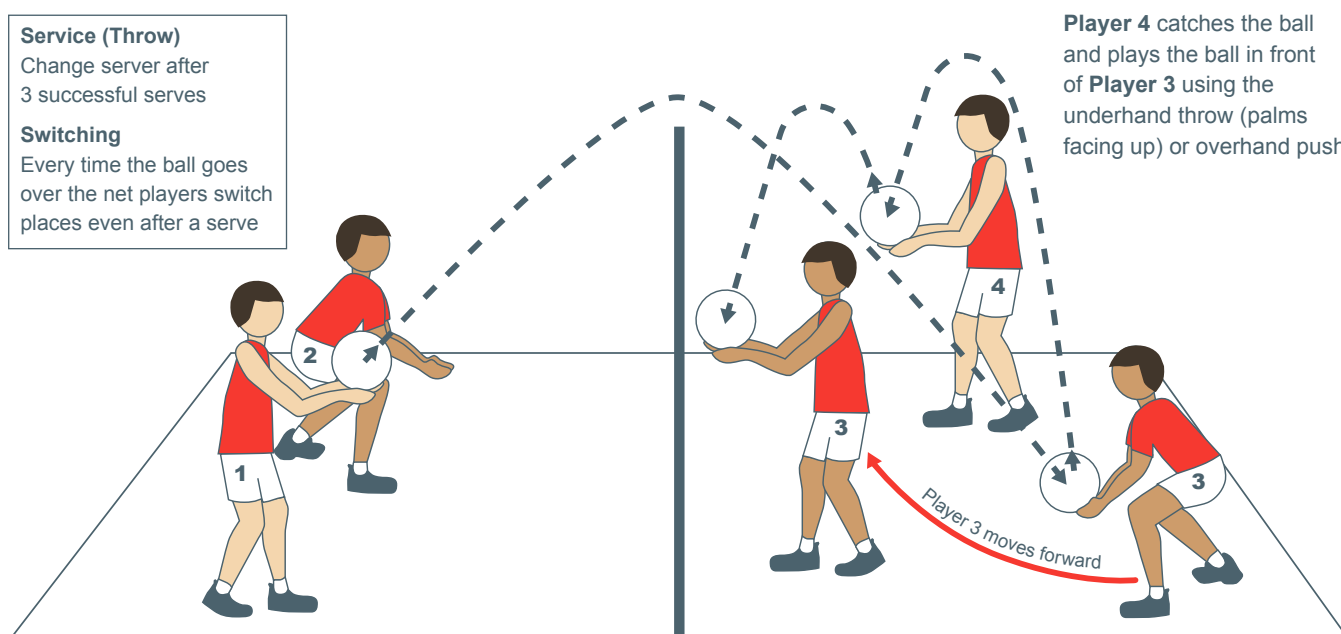
Volley2s RED

Service (Throw)

Change server after 3 successful serves

Switching

Every time the ball goes over the net players switch places even after a serve



Player 1 throws the ball underhand (palms facing up) over the net from any position on the court

Player 3 catches and then plays the ball over the net using two hands

Player 3 catches the ball and passes the ball to **Player 4** using the underhand throw (palms facing up)

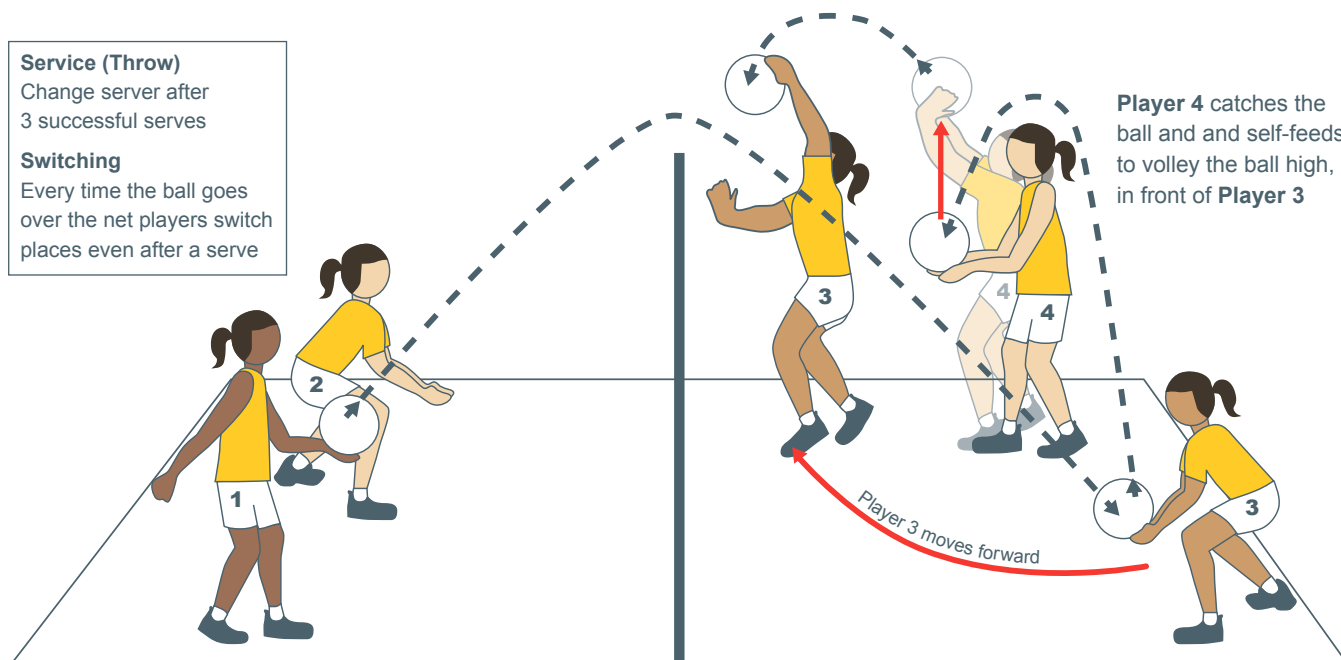
Volley2s AMBER

Service (Throw)

Change server after 3 successful serves

Switching

Every time the ball goes over the net players switch places even after a serve



Player 1 throws the ball underhand (palms facing up) OR serves over the net from any position on the court

Player 3 plays the ball over the net using a volley, spike or tip

Player 3 catches the ball and passes the ball to **Player 4** using the underhand throw (palms facing up)

Game Play

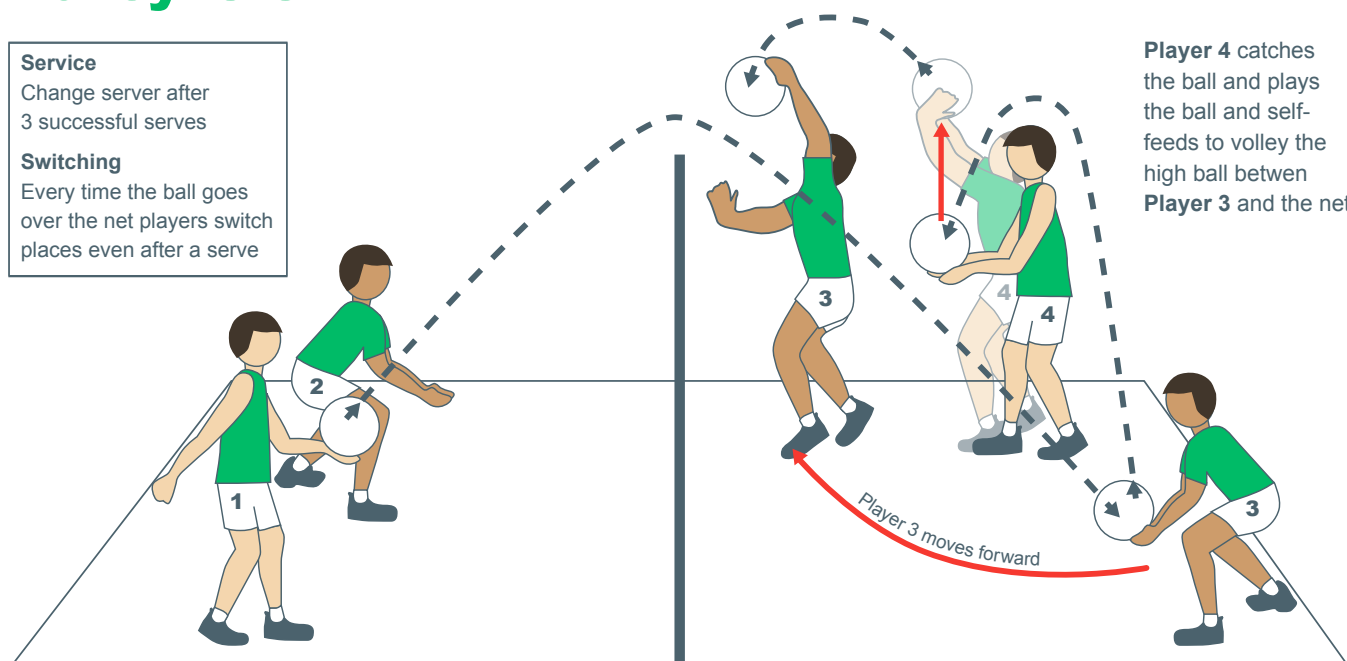
Volley2s GREEN

Service

Change server after 3 successful serves

Switching

Every time the ball goes over the net players switch places even after a serve



Player 1 serves from the back half of the court

Player 3 plays the ball over the net using a volley, spike or tip

From the serve **Player 3** must play the ball with a dig. During the rally they can use a volley or dig pass.

Volley2s GOLD

Service

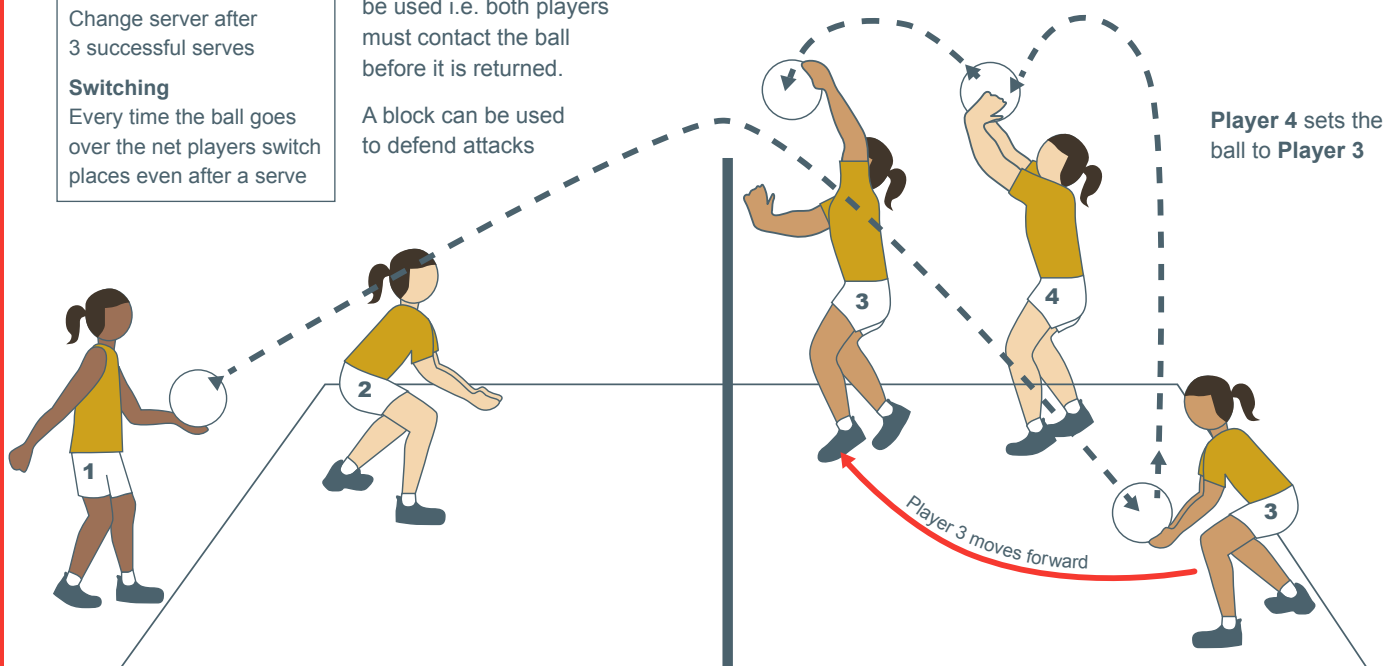
Change server after 3 successful serves

Switching

Every time the ball goes over the net players switch places even after a serve

Two or three touches can be used i.e. both players must contact the ball before it is returned.

A block can be used to defend attacks



Player 1 underhand serves over the net from behind the baseline

Player 3 plays the ball over the net using volley, spike, tip, dig.

Player 3 receives the ball with a volley or dig.

This section provides guidelines for teachers and coaches to prepare and facilitate fun and engaging Volley2s sessions.

02 Teaching

Volleyball England Teaching and Coaching Approach

Game-Based

Volleyball England promotes a Game-Based approach to teaching and coaching where players learn through intrinsically motivating game-like activities. Coaches design practices that simulate the situations players experience within the context of the game. This enables them to practise skills and techniques within the context of a game rather than separate from it developing both the technical and tactical awareness needed to play.

In Volley2s, children learn by playing adapted 2v2 versions of the game. In each of four game stages, Red, Amber, Green and Gold, children are challenged to develop tactical awareness and fundamental volleyball skills through modified game play.

Volley2s Emphasises:

- Games before drills and skills
- High-activity levels that are disguised within fun and challenging game-like activities.

Holistic

Volleyball players are people first and volleyball players second. Volleyball England promotes an approach that encourages coaches and teachers to provide opportunities for players to enhance their physical and mental wellbeing, social and cognitive attributes and to assist in developing their players holistically, so they can flourish outside of their sport as much as inside.

Volley2s is designed to aid children's social, cognitive and emotional development. Volley2s helps develop behavioural skills such as trying your best whether winning or losing, working as a team, resolving problems, showing an understanding of the purpose of practices and games, and building self-esteem and confidence.

Player-Centred

Volleyball England promotes a player-centred approach that puts the needs, motivations and abilities of participants first.

To enable teachers and coaches to make their own adaptations in response to the needs of the children in their groups, Volley2s uses the STEP approach to modify activities for inclusion, challenge and skill development.

Questioning

In a game-based approach, the key in providing feedback is encouraging player understanding, rather than coaches telling what they know. To do this, coaches need to develop effective questioning strategies. Many coaches tell the players how they should play the game, or what tactics they should use. This greatly limits the players learning opportunities by reducing their input and ownership of learning. Questioning creates independent players, by providing them with a chance to take responsibility for their own interpretation, decision making and understanding within the game.

Volley2s encourages children to be actively involved in finding successful solutions and elaborating individual and collective strategies to achieve a specific goal. Volley2s includes 'Ask the player' prompts to encourage a questioning approach to telling the children.

Effective questioning takes time to master, so coaches and teachers should practise becoming better questioners and then reflect on the effectiveness of their questioning. Here are some top tips:

- Prepare your questions
- Check the children are quiet and listening so everyone can hear

the question

- Wait 3-5 seconds for a response
- Listen and accept children's responses – you are trying to gauge their understanding rather than expect a specific answer.
- Remember it often takes courage for a child to answer a question amongst their peers so never say an answer is wrong
- Give nonverbal reinforcement such as eye contact, thumbs up, smiling, nodding
- Use as few closed questions as possible. These simply require a yes or no answer and do not stimulate the children to think
- Use open questions. Use Tell, Explain, Describe (TED), or Who, What, Where, When, Why (5W's) and How as these demand further reflection.

You can develop your own questions around the following aspects using What? Where? Why? When? Who? How? The examples below are taken from the Development Activities.

- Timing- When will you....? How long do you have?.....
- How do you create more time to play the volley?
- How high do you throw the ball up and why?
- Space - Where will you....? (Start, move to, play the ball to?)
- Where were you facing as you caught the ball? Show me
- Where do you and your partner stand on court to receive the serve and why?
- Tactical Awareness - What will you...?
- Where is the best place to attack and why?
- Risk- Which option...? Why? (What's the score? What happened last time?)
- Why did you decide to use a particular shot at a particular time? What helps you decide what shot to use?
- Skill Execution How will you....? (Best technique/movement for a given situation)
- After the ball left your hands tell me about the follow through
- As you bumped the ball where was your body weight moving?

Feedback

Feedback informs players how well they performed or are performing. It can focus on knowledge of results or knowledge of performance and can be intrinsic or extrinsic, positive or negative. Volleyball England believes that positive feedback can motivate a player to perform at their best. When delivered effectively feedback provides encouragement and boosts self-esteem as well as being a powerful tool to aid learning by highlighting actions the player can take to improve.

Volley2s promotes feedback in a manner which allows children to use the information and be empowered to improve. Strategies include:

- Let the children play before intervening with 'coaching tips'
- Observe, observe, observe... avoid over-coaching
- Keep feedback to small doses and be positive. 'Keep your arm straight' is better than a negative statement such as "don't bend your elbows".
- Give lots of praise but be specific and give a reason 'That was good because'... is better than a 'feel good' statement like 'great shot'.
- 'Sandwich' a correction in between some positive feedback.
- Praise the effort

How to plan sessions using the Volley2s Guide

Volley2s is broken down into four stages, each based around a 2v2 game. Each game stage has been designed to match the physical, mental and emotional maturity of most children within the age group.

Each stage has unique:

- **Rules and Organisation:** The recommended court dimensions, net height, modified rules and target age group.
- **Game Play:** Diagrams showing how to use three contacts to get the ball over the net.
- **Development Outcomes:** The main game tactics, movement skills and volleyball techniques children should learn.
- **Social and Volleyball Behaviours:** The positive, respectful relationships and good sporting conduct that the children will be encouraged to acquire.

Development Activities

15 fun activities and challenges that teach movement skills, volleyball techniques and game awareness. Each activity has been adapted using the STEP Model, with easier or harder variations available to help make the sessions more inclusive.

Warm-ups and Cool-downs

A range of activities to start and end each session that can be set up easily.

Common to the stages are:

- **Technical Card:** Diagrams showing each of the volleyball skills and the main teaching points for successful performance. The technical cards are set out in four parts entitled: Ready for Action, Right Place Right Time, Ball Contact, and Finish, Link and Reset. You can learn more about these Volleyball Fundamentals in Section 5 of the Guide.
- **Inclusion and Differentiation:** Tips on how to use the STEP – Space, Task, Equipment, People – principle to make every child in the session successful. The STEP Model is a practical tool designed to support teachers and coaches to adapt and modify an activity to be more inclusive of children with a range of abilities.
- **Session Planning:** The Volleyball England approach lets teachers and coaches plan based on the needs of their group taking into account the ability of the children, how quickly they progress, what they need to work on to improve and how often they see them. This flexible method enables teachers and coaches to create an infinite number of sessions for their group. We have designed a session planning template and step by step guidance on how to put sessions together.

Here is an example of a plan for the second session with a group of 7-8 year old children taking part in Volley2s for the first time.

Volley2s ☐ Red ☐ Green ☐ Amber ☐ Gold		Group: Monday night beginners – 14 participants Date: 1 Time: 6.3 Session: 2 of
Technical Cards: 1 and 2		Equipment: Range of balls, Cones
Development Outcomes/Social and Volleyball Behaviours		Moving smoothly in different directions to catch and play
Warm-Up 5 minutes	Number 2. Class opposites Number 6. Truck and Trailer	Notes:
Game 5 minutes	Notes: Ask the children why it is important to be Ready for Action?	
Development Activities 15 minutes	Number 1. Ball and Cones Number 2. Goal Roll	Notes: Try lying and sitting to make practice even harder (from page 20)
Game 10 minutes	Notes: Keep checking that the children are Ready for Action, get them to show me what it looks like.	
Cool Down 5 minutes	Number 5. Slow Leak	Notes:

Tick the game

Notes sections. Some space to write down anything to support your delivery and evaluation. For example key questions to ask the children; key teaching points to emphasise, named children and the additional help they need, what went well or what to adapt for next time.

Let the children experience the game, then engage in a discussion where they identify problems they faced and think about potential solutions. Make the link between their comments and the focus (development outcome) of the session.

Return to the game. Provide praise and positive feedback where you notice children trying to do what they were practising earlier. Ask the children what has improved - make the link to the pattern of play at each stage. Use this time to observe and decide what your focus (development outcome) for the next session will be.

Use questioning strategies to check what the children have learned and understood and re-emphasise key learning

Volley2s Session Template

Volley2s ☐ Red ☐ Green ☐ Amber ☐ Gold		Group:	Date: Time:
Technical Cards:		Equipment:	Session:
Development Outcomes/Social and Volleyball Behaviours			
Warm-Up 5 minutes		Notes:	
Game 5 minutes	Notes:		
Development Activities 15 minutes		Notes:	
Game 10 minutes	Notes:		
Cool Down 5 minutes		Notes:	

Inclusion and Differentiation

Inclusive coaches and teachers have the knowledge, skills and behaviours to include children in their sessions who have individual and differing needs.

Volley2s is designed to be inclusive. Throughout, we offer ideas and suggestions on how to make activities and games harder or easier to challenge or support children. However with an understanding of STEP, teachers and coaches will be able to make their own adaptations in response to the needs of the children in their groups.

What is the STEP Model?

STEP is a useful tool for adapting activities to suit everyone. STEP is simple and easy to remember with each letter being a prompt for the four areas of that can be altered to make an activity easier to harder. Using any one or a combination of the four areas, coaches and teachers can make changes for the whole group or for an individual child. Making the activity easier will enable more children to be successful. Making the activity harder challenges and extends children's skills.

Using STEP ensures all children are challenged appropriately and included in your sessions in a meaningful way.

We have used the STEP principles in each development activity in the Volley2s Guide to give some examples of how the activity can be made easier or harder. Once you have tried these out you can create your own versions using the guidance below

STEP stands for		How can I change...
S	SPACE	Where the activity is happening?
T	TASK	What is happening?
E	EQUIPMENT	What is being used?
P	PEOPLE	Who is involved?

SPACE How can we change the size/height/location/length/distance?	
To decrease the challenge and make it easier	To increase the challenge and make it harder
● Make the court smaller, so the ball is played over shorter distances ● Make the court smaller, so there is less court to defend ● Make target areas bigger ● Increase the number of targets ● Reduce the distance to targets ● Set up zones in the court where the ball is not allowed to land.	● Make the court bigger, so the ball is played over longer distances ● Make the court bigger, so there is more court to defend ● Make target areas smaller ● Reduce the number of targets ● Increase the distance to targets ● Set up zones in the court where the ball has to land to score points.

TASK: How can we change the way we take part/complexity/rules/progressions?**To decrease the challenge and make it easier**

- Allow players to catch the ball
- Allow different starting places for the serve, closer to the net.

To increase the challenge and make it harder

- Players must play volleyball shots.
- Serve must be taken from behind the baseline.

These are some ways of adapting the learning activities making them more or less complex

Try different forms of involvement:

Lying/sitting/standing/kneeling/on hand and knees/front support/back support.

Try moving in different directions:

Forwards/backwards/left/right/diagonally/upwards/downwards.

Try different ways of working with a partner:

over/under/around/through/in front of/behind/beside/across/towards/away from.

Try different combinations of throwing and catching individually and in pairs:

- Throw with dominant hand catch with both hands
- Throw with dominant hand catch with dominant hand
- Throw with dominant hand catch with non-dominant hand
- Throw with non-dominant hand catch with both hands
- Throw with non-dominant hand catch with non-dominant hand
- Throw with non-dominant hand catch with dominant hand

Try different throwing and catching sequences in pairs with one ball:

- Same side right
- Same side left
- Cross right to left
- Cross left to right.

Try adding a second ball individually and in pairs:

- Roll the ball (tennis, football or similar)
- Bounce the ball (tennis or similar ball)
- Gently kick the ball (tennis, football or similar).

EQUIPMENT: What is being used?**To decrease the challenge and make it easier**

- Raise the height of the net, this creates a rainbow trajectory, so the ball is in the air longer making it easier to track
- Lower the net when you are learning to spike, it makes it easier to hit the ball downwards
- Use a lighter ball or balloon because it travels more slowly in the air and gives more reaction time
- Use a larger ball because it is easier to see and catch.

To increase the challenge and make it harder

- Use a junior volleyball
- Add another ball to the activity to develop reactions and focus.

PEOPLE: How can we change the groupings/interaction/way the players play together?

- Match players of similar ability in activities
- Balance challenge activity numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others.
- Unequal numbers to increase or decrease intensity and pressure on the players.

Managing a session

Where to play

Q: “Is it best to play indoors or outdoors?”

A: Both or either. Facility type and availability, weather conditions and group size affect decisions. Please see the section on equipment and tips regarding group management below.

Large group in a small space

Q: “We only have a hall the size of one badminton court. How can I engage all of my group in this space?”

A: Make sure the net runs down the length of the badminton court meaning games are played across the court. You will then be able to have 4 courts rather than 2.

Q: “My group has 32 players. There is only enough space for four 2v2 games. How do I ensure they are all active and safe?”

A: This equates to 8 players per court, therefore, when playing Development or Stage Games:

- Play to a maximum of 3 points before teams swap places
- Players take on the roles of officials, scorers, observers and coaches when not playing. Game understanding, volleyball behaviours and social skills are developed through these variety of roles

When using Development Activities:

- Many use space away from the net enabling everyone to be active at the same time
- Take turns e.g. pairs activities can be threes or fours-swapping in
- Players take on the roles such as scorer, coach, etc

When using Quick Fire Games:

- One point then move. This creates constant involvement playing, moving and planning strategy

Group organisation

Q: “The same players always go together in practices and games. Is this a good thing or should I change groupings? If so, how and why?”

A: There are times when ability grouping helps ensure progress for all at their particular stage of development. On other occasions working in mixed ability groups challenges the more experienced players to find solutions to help all in the group and provides a more consistent and stable level of play for the less experienced.

In both cases not only are technical and tactical elements developed but also volleyball behaviours and social skills. These will naturally happen as a result of the groupings but can be deliberately planned into the session e.g. developing problem solving skills.

Quick ways to group e.g. 4 groups of 8 players

- Equal ability group: Ask the players to form groups of 8. There will be some adjustments to be made but generally players will form groups of similar ability
- Mixed ability groups: Ask the players to form groups of 4. Then number themselves 1, 2, 3, 4. All number 1 players go together to form a group of 8, as with 2, 3 and 4. This will produce mixed ability groups.

Including everyone

Q: “I have a wheelchair user in my group. Can they actively take part?”

A: Yes! Volley2s Games and Development Activities can be adapted whether your wheelchair player is able to sit on the floor with games and activities becoming sitting volleyball for them and the group or they stay in their chair to play. Remember Volley2s includes stages of catch/throw, self-feed and instant contact. The progressions are there to enable all abilities/disabilities to play.

Safe practices and games

Q: “With so many players involved at once how do I keep them all safe?”

- A:**
- Ensure there are set boundaries. This may involve using marker cones to outline the area being used
 - Establish procedures for balls when not in use to be placed in a safe area e.g. ball cart, bench, coned area
 - Ensure safe space between groups. This will depend on the type and predictability of the game or activity
 - Establish procedures when a ball enters another court during a game or activity i.e. stop play, carefully return the ball and play the point again
 - Establish procedures for returning a ball to another group i.e. see where to return the ball, check pathway is clear and roll ball back
 - Development Activity Cards have specific safety advice if needed
 - Ensure movement is away from walls and other potential hazards for activities that involve chasing a ball
 - For activities that involve chasing, playing or hitting a ball, define the area for each group and ensure all players are playing the ball in the same direction.

Competitions in the session

Q: “How can I organise a competition at the end of my session that is quick and easy and doesn’t involve too much planning?”

- A:**
- Look at the Festival Pack. Rotating the teams and mini tournaments on one court has ideas that are quick and easy
 - Quick Fire Games can be used as competitions

Quick Fire Games

1. Team Swap



- If A loses C swaps on.
- If B loses then D swaps on.
- If any player/team wins 2 points in a row, swap with partner/team.

2. Table-Tennis Swap



- A1 plays ball over net to B1.
- A1 swaps with A2.
- B1 returns ball and the swaps with B2.

3. King of the Court



- A plays B - if A loses A goes off, collects the ball and joins the back of the queue, C comes on.
- If B loses B goes off, collects the ball. A goes under the net, C comes on.

Equipment

Balls

- Volley2s starts with catch/throw therefore any light ball will enable the game to be played during the Red and Amber stages
- The recommended ball for Volley2s is the Mikasa SKV5 Kids Volleyball. This is a soft, non-sting ball
- Mikasa Starter Two and Beach balls provide bigger, lighter and slower balls for the less experienced whilst the Mikasa V180 is a good ball for the older aged players
- The Mikasa V350W - UL for Under 9s and V350w - SL for Under 11s are both suitable for Volley2s
- Whatever ball is used be careful not to over inflate the ball. Not only will it damage the ball, but it will be off-putting for the players and it will be harder to control.



Nets

A net provides a barrier at a height of between 1.80m and 2.15m depending on age/height of the players i.e. just above stretch height.

There are recommended net systems that are fixed to the floor or wall and portable water/sand filled bases and posts that can be purchased through Volleyball England's official partners. They will also be able to give advice and guidance for your particular needs.



However, the net and posts don't have to be a traditional volleyball equipment. Here are some ideas:

- Use badminton nets. You may need several attached together in-order to span the space
- Use a rope. Attach bands to the rope so that it is more visible when playing the ball over the net
- Cam buckle retaining straps will help tension a net
- Use already existing secured fixtures within your space to attach a net e.g. hall, MUGA.

This section helps teachers and coaches by providing specific development, warm-up and cool-down activities for the Red, Amber, Green, Gold stages.

03 Learning

VOLLEY 2s - RED OVERVIEW

The main development outcomes for this stage are:

- Moving smoothly in different directions to catch and play
- Rainbow passing over different distances
- Moving to receive at the net
- Being aware of my position on court

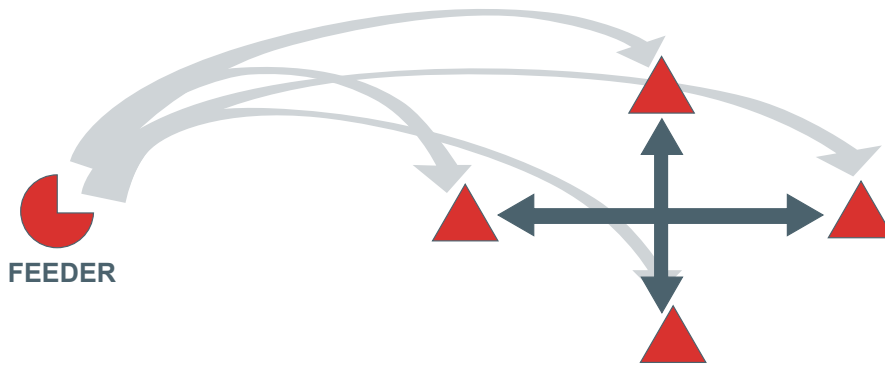
Warm-Ups	1. Go/Stop/Hop 2. Class opposites 6. Truck and Trailer 7. Numbers 10. Bounce Tag 11. Star Tag 15. Storks and Kangaroos
Game	Volley2s Red
Development Activities	1. Ball and Cones (Moving smoothly) 2. Goal Roll (Moving smoothly) 3. 1v1 Different Catch (Moving smoothly) 4. Clap at the Top (Rainbow passing) 5. Up – Down – Catch (Rainbow passing) 6. Partner Up – Down – Catch (Rainbow passing) 7. Knock-Out Challenge (Rainbow passing) 8. Beat the Ball – Low (Moving to the net) 9. Pass and Switch (Position on court) 10. Rainbow Target (Rainbow passing) 11. At the End of the Rainbow (Moving smoothly) 12. 1 v 1 Back to Base (Position on court) 13. Receiver Reward (Moving to the net/position on court) 14. Partner Play (Moving to the net) 15. 2v2 Net Touch (Moving to the net)
Game	Volley2s Red
Cool-Downs	1. Spaghetti Moves 2. Rise and Shine 3. Stork Balance 4. Equipment Clean-Up Tag 5. Slow Leak

Social and Volleyball Behaviours

Social and volleyball behaviours form an important part of developing each individual. Volley2s Red focuses on **children developing personal skills to help their team-mate** by:

- Showing they are ready to play
- Always playing to the rules
- Always trying their best whether winning or losing
- Being able to show they understand the purpose and aims of practices and games
- Congratulating opponents and officials after a game whatever the final result.

1. BALL & CONES



Activity Outcomes:

- Players are able to move smoothly in multiple direction to receive the ball
- Players are able to face the Feeder when catching and throwing the ball

Technical Cards:

- Ready for Action
- Moving Smoothly

Equipment:

- 1 ball per 2 players
- 4 spots/cones

Set Up:

- Place the spots/cones in a diamond shape with sides of 2m

How to play:

- Player 1 (Feeder) throws the ball (with rainbow trajectory) for Player 2 (Receiver) in the direction of one of the spots/cones. Player 2 moves to catch the ball whilst facing Player 1. Player 2 returns the ball and moves back to the centre of the diamond (base).

Ask the Player:

- Where were you facing as you caught the ball?
- How did your feet move? Show me

Variation:

- EASIER
 - Let the ball bounce before catching
- HARDER
 - Player can run or use other footwork
 - Player can start back to the Feeder who calls after the feed giving Receiver less time to react

Safety Points:

- Keeping distance between the different groups
- Keeping players aware of the cones

2. GOAL ROLL

Activity Outcome:

- Players are able to move to beat the ball to the point of contact with good posture

Technical Cards:

- Ready for Action
- Moving Smoothly

Equipment:

- 1 ball per 2 players
- Marker cones

Set Up:

- 2 goals (2m wide) and 5m apart

How to play:

- Player 1 squats down and holds the ball between feet, hands BEHIND legs.
- Player 1 propels the ball towards Player 2's goal
- Player 2 moves in the 'ready' position and can only stop the ball with hands behind legs
- Player 2 now propels the ball towards Player 1's goal
- The aim is to score a goal

Ask the Player:

- What is the best way to move to get to the ball?
- Show me the Ready for Action

Variation:

- EASIER
 - Smaller goals
 - Goals further apart
- HARDER
 - Bigger goals
 - Goals nearer to each other

Safety Points:

- Space groups out

3. 1v1 DIFFERENT CATCH

Activity Outcomes:

- Players are able to catch the ball at different heights
- Players are able to outmanoeuvre opponent when playing the game

Technical Cards:

- Ready for Action
- Moving Smoothly

Equipment:

- 1 ball per 2 players
- Net

Set Up:

- 1 player on each side of the net defending their own court (narrow court).

How to play

- Players compete against each other by throwing the ball (underarm) over the net
- Player 1 decides how the players will catch the ball e.g. above head height
- Play first to 3 points (Set 1)
- Player 2 now decides how to catch the ball e.g. between the knees
- Play first to 3 points (Set 2)... etc

Ask the Player:

- What court position and body position is best whilst the opponent has the ball?
- What tactics did you use in each of the games and why?

Variation:

- EASIER
 - Allow a bounce
- HARDER
 - Use a wider court
 - Player 1 leads during a set. Player 2 needs to use the same catch action just used by Player 1.
 - Player 1 can change the catch each time the ball goes over the net. After each set change the lead player

Safety Points:

- Clearly identify the courts

4. CLAP AT THE TOP

Activity Outcomes:

- Players are able to control the ball trajectory when throwing the ball underarm (palms under the ball facing upwards)
- Players are able to recognise key points of ball flight

Technical Cards:

n/a

Equipment:

- 1 ball per 2 players
- Net (for development activity)

Set Up:

- Players find a safe space

How to play:

- Player 1 throws the ball (underarm) high into the air
- Both players clap their hands at the peak of the ball and when the ball touches the floor.

Ask the Player:

- Was it easier to clap at the top of the flight or when it touched the floor?
- Did you both clap at the same time?

Variation:

- EASIER
 - Clap when it hits the floor only
- HARDER
 - Use the net – throw the ball (underarm) over the net
 - Add additional actions before clapping

Safety Points:

- Check for safe spaces for each pair
- Ensure players are moving away from walls

5. UP - DOWN - CATCH

Activity Outcome:

- Players are able to accurately throw the ball upwards, tracking the ball flight to move and catch the ball

Technical Cards:

n/a

Equipment:

- A ball each of various size

Set Up:

- Ball each – find a space

How to play

- Throw ball up – let it bounce - catch
- Catch in various ways e.g. above head, by feet, by your knee, etc
- Perform an action before catching the ball e.g. turn around, sit down, touch the floor with both hands, count the number of claps you can do etc

Ask the Player:

- How high do you throw the ball up and why?
- Show me the best position for your hands to be in so that you are ready to catch
- Show me what position were you in when you caught the ball

Variation:

- EASIER
 - Use a bigger ball
 - Allow more than one bounce
- HARDER
 - Use a smaller ball
 - Use a reactor ball
 - Use different hands to throw/catch
 - No bounces

Safety Points:

- Check that the group is spaced out

6. PARTNER UP - DOWN - CATCH

Activity Outcome:

- Players are able to accurately throw the ball upwards, tracking the ball flight to move and catch the ball

Technical Cards:

n/a

Equipment:

- 1 ball per 2 players

Set Up:

- Ball between 2 players - find a space
- Players start about 1m apart.

How to play:

- Player 2 stands still. Player 1 feeds (underarm throw) the ball over Player 2, runs around them then catches the ball after it bounces once
- Player 2 lies down. Player 1 feeds (underarm throw) the ball over Player 2, jumps over them, then catches the ball after it bounces once
- Player 2 stands feet apart, Player 1 feeds (underarm throw) the ball over Player 2, crawls through their legs, then catches the ball after it bounces once.
- Change roles

Ask the Player:

- How high do you throw the ball up and why?
- Show me the best position for your hands to be in so that you are ready to catch
- Did you bend your knees and push from the floor to throw the ball? Show me

Variation:

- EASIER
 - Use a bigger ball
 - Allow more than one bounce
- HARDER
 - Use a smaller ball
 - Use different hands to throw/catch
 - Player 1 starts with their back to Player 2. They feed backwards, then turnaround.

Safety Points:

- Check that the group is spaced out

7. KNOCK OUT CHALLENGE

Activity Outcomes:

- Players are able to accurately throw the ball underhand at different heights and speeds
- Players are able to work as a team to achieve the task

Technical Cards:

- Rainbow Flight

Equipment:

- 2 volleyballs per 4 players

Set Up:

- Forming a square 2m x 2m, Players 1 and 2 stand in diagonal corners. Players 3 and 4 stand in the other diagonal corners

How to play:

- Player 1 feeds (rainbow) to Player 2
- Player 3 feeds to Player 4 trying to hit the other ball in mid-flight
- Pairs take turns to throw first

Ask the Player:

- Explain your tactics when trying to make the balls hit each other
- What parts of your body do you use to get a smooth feed?

Variation:

- EASIER
 - Roll the ball.
- HARDER
 - After feeding, rotate around before the balls land.

Safety Points:

- Space groups out

8. BEAT THE BALL - LOW

Activity Outcomes:

- Players are able to roll a ball accurately with appropriate speed
- Players are able to move past and then stop the ball whilst facing the Feeder

Technical Cards:

- Moving Smoothly

Equipment:

- 1 ball per 2 players

Set Up:

- Each pair finds a space to work

How to play:

- Player 1 and 2 start side by side
- Player 1 (Feeder) rolls the ball – Player 2 (Chaser) runs to get past the ball and tries to sit on the ball facing the Feeder

Ask the player:

- How fast did you roll the ball for your partner?
- How did you move to get past the ball? What does it look like?

Variation:

- EASIER
 - Roll – chase – pick up.
- HARDER
 - Roll – chase – through legs – chase – sit on the ball.
 - Roll – chase – lie down – head the ball back towards Feeder

Safety Points:

- Keeping distance between the different groups
- Rolling the balls away from walls or other equipment

9. PASS AND SWITCH

Activity Outcomes:

- Players are able to accurately throw the ball underhand (rainbow) to a partner
- Players are able to decide the best way to switch places
- As the Non-Receiver, players are able to start to switch before the Receiver catches the ball

Technical Cards:

- Rainbow Flight
- Moving Smoothly

Equipment:

- 1 volleyball per 3 players

Set Up:

- Players 1, 2 and 3 form a triangle 1.5m apart. Player 1 starts with the ball
- Player 1 will remain at the apex of the triangle. Players 2 and 3 will continually swap across the base

How to Play:

- Player 1 feeds (rainbow) to Player 2
- Player 2 catches and returns the ball to Player 1 then switches places with Player 3
- Player 1 feeds Player 2 or 3 who catches and returns the ball to Player 1 and switches
- After 10 feeds swap places

Ask the Player:

- If you didn't receive the feed when did you start to switch?
- Did you move in-front or behind your partner when you switched? How did you decide that?

Variation:

- EASIER
 - Roll the ball
- HARDER
 - Main Feeder has to catch the ball above the head. The 2 switches catch the ball low
 - Perform another action as well e.g. touch the floor

Safety Points:

- Check that groups are spaced out

10. RAINBOW TARGET

Activity Outcome:

- Players are able to control the ball trajectory from an underarm throw (palms facing upwards) over various distances

Technical Cards:

- Rainbow Flight

Equipment:

- 1 ball per 2 players
- Net
- Targets (hoops, cones, mats, etc)

Set Up:

- Place targets on one side of the court at various distances from the net

How to play:

- Player 1 throws the ball (underarm) over the net into different targets
- Take turns. Try different targets at different distances
- Ask the players to devise a scoring system for their game

Ask the Player:

- Describe the flight of the ball
- What parts of your body do you use to add power to reach the targets?
- How can you make the ball bounce higher after it lands on the target (floor)?

Variation:

- EASIER
 - Make the targets bigger
 - Change the distance of player or target from the net
- HARDER
 - Make the target smaller
 - Change the distance of the player or target from the net

Safety Points:

- Don't run in the area where the targets are placed

11. AT THE END OF THE RAINBOW

Activity Outcomes:

- Players are able to control the ball trajectory from an underarm throw (palms facing upwards) over various distances
- Players are able to accurately track the ball flight

Technical Cards:

- Rainbow Flight
- Moving Smoothly

Equipment:

- 1 ball per 4 players
- Net
- Hoop

Set Up:

- Players 1 and 2 with a ball on one side of the court
- Player 3 and 4 on the other side. Player 3 holds a hoop in two hands.

How to play:

- Player 1 feeds the ball (underarm throw) over the net.
- Player 3 tracks the ball and puts the hoop on the floor, so the ball bounces in the hoop.
- Player 4 catches the ball after it bounces. Player 4 rolls the ball back for Player 2 to feed.
- Receiving team gets 1 point for getting the hoop in the right place and 1 point for catching the ball.
- Swap after 6 feeds.

Ask the Player:

- What is the best way to move with the hoop?
- What is the best starting position on court?

Variation:

- EASIER
 - Bigger hoop
 - Change the distance of feeder or receiver from the net
 - Allow two bounces
- HARDER
 - Smaller hoop or throw down spot
 - Change the distance of the feeder or receiver from the net
 - Players 3 and 4 start on the back or side lines of the court
 - Vary the feed – higher, lower, left, right, closer to the net, further from the net

Safety Points:

- Roll the ball back carefully

12. 1v1 BACK TO BASE

Activity Outcomes:

- Players are able to control the ball trajectory from an underarm throw (palms facing upwards) over various distances
- Players are able to return to the middle of the court and be ready for action as soon as they send the ball into their opponent's court

Technical Cards:

- Rainbow Flight
- Base Position.

Equipment:

- 1 ball per 2 players
- Net

Set Up:

- Play 1 v 1.

How to play:

- Player 1 feeds the ball (underarm throw) over the net to start the rally.
- Player 2 uses three contacts to make an attack (throwing and catching to self) The aim is for the third contact to be in the front half of the court.
- As soon as the players send the ball over the net, they must go to the middle of their court.
- Play continues using Volley2 Red rules
- Timed games, keep the score.

Ask the Player:

- Where is the best starting place on court which gives them the best chance of getting to any ball?
- Try starting closer to the net, or closer to the baseline and see if this is easier or harder.

Variation:

- EASIER
 - Smaller court
 - Use a larger lighter ball
- HARDER
 - Bigger court
 - Players have to touch a side line or base line before going back to base position. Use cones if there are no court lines.

Safety Points:

- Keeping distance between the different groups

13. RECEIVER REWARD

Activity Outcomes:

- As the Non-Receiver, players are able to move to the net before the Receiver catches the ball
- As the Non-Receiver, players are able to face the Receiver, ready to play the next shot
- Players are able to use high rainbow passes to give their partner time to move and play the ball.

Technical Cards:

- Ready for Action
- Rainbow Flight
- Base Position

Equipment:

- 2 balls per 4 players
- Net

Set Up:

- 2 players on each side of the net. Players 1 and 2 and Players 3 and 4

How to play:

- Player 1 feeds (underarm) the ball over the net.
- Either Player 3 or 4 (Receiver) catches the ball plays it into the front half of the court.
- The Non-Receiver moves quickly to catch the ball in a still and balanced position. They play the ball along the net (rainbow) for their partner to play it over.
- Both players go back to base. As soon as they are back at base Player 2 feeds.
- Player 1 collects the ball ready for their turn to feed.
- Swap after 6 serves, keep the score, 3 point for a successful attack, 1 point if the non receiver catches the ball in the front court.

Ask the Player:

- When does the Non-Receiver start to move to the net?
- How do you know who will receive the ball that comes over the net?

Variation:

- EASIER
 - The server calls the name of the person they are going to feed the ball to
 - Change the distance of feeder or receiver from the net
 - Larger, lighter balls
- HARDER
 - Players 3 and 4 switch sides every time the ball goes over the net
 - On the way to the net the Non-Receiver goes behind the Receiver first
 - Players 3 and 4 start one behind the other in the centre of the court and only move when the feeder plays the ball
 - Player 3 and 4 have different starting poses – sitting, lying, box shape

Safety Points:

- Keeping distance between the different groups

14. PARTNER PLAY

Activity Outcomes:

- Players are able to move to the net
- As the Non-Receiver, players are able to face the Receiver, ready to play the next shot
- Players are able to use high rainbow passes to give their partner time to move and play the ball

Technical Cards:

- Ready for Action
- Rainbow Flight

Equipment:

- 2 balls per 4 players
- Net

Set Up:

- Players 1 and 2 on the baseline on one side and Players 3 and 4 waiting behind them.

How to play:

- Player 1 feeds (underarm) the ball into the front court
- Player 2 moves quickly to catch the ball in a still and balanced position. Player 2 plays the ball along the net (rainbow) for their Player 1 to play it over
- Player 2 collects the ball ready to feed and they both join the queue behind Player 3 and 4
- Player 3 and 4 take their turn
- Swap roles
- Keep the score, 3 point for a successful attack, 1 point if the ball is caught in the front court.

Ask the Player:

- When does the Non-Receiver start to move to the net?
- How do you know who will receive the ball that comes over the net?

Variation:

- EASIER
 - Wait until your partner is in the front court before feeding the ball
 - Make the court smaller
 - Larger, lighter balls
- HARDER
 - On the way to the front court go behind your partner first
 - Touch the net before catching the ball in the front court
 - Have different starting positions – sitting, lying, box shape, back to the net

Safety points:

- Keeping distance between the different groups
- Touch the net lightly

15. 2v2 NET TOUCH

Activity Outcomes:

- As the Non-Receiver, players are able to move to the net before the Receiver catches the ball
- As the Non-Receiver, players are able to face the Receiver, back to the net, ready to play the next shot
- Players are able to use high rainbow passes to give their partner time to move and play the ball

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight

Equipment:

- 1 ball per 4 players
- Net

Set Up:

- 2 players on each side of the net. Players 1 and 2 v Players 3 and 4

How to play:

- Player 1 feeds (underarm) the ball over the net to Players 3 and 4
- Player 3 receives the ball. The Non-Receiver (Player 4) moves quickly to touch the net and face the Receiver (Player 3) before the Receiver (Player 3) plays the ball to him/her
- Receiver (Player 3) plays the ball high (Rainbow) towards the net for Player 4 to catch
- Player 4 catches then sends the ball high (Rainbow) along the net for Player 3 to play over the net
- The rally continues with the same 3 touch pattern.

Ask the player:

- When does the Non-Receiver start to move to the net?
- How do you know who will receive the ball that comes over the net?

Variation:

EASIER

- Allow a bounce

HARDER

- Switch places every time the ball goes over the net
- On the way to the net the Non-Receiver goes behind the Receiver first

Safety points:

- Keeping distance between the different groups
- Touch the net lightly

VOLLEY 2s - AMBER OVERVIEW

The main development outcomes for this stage are:

- Setting up the attack with a self-feed volley
- Playing an attacking shot with a volley
- Serving with purpose
- Understanding the base position and back to base

Warm-Ups	2. Class Opposites 3. Come on Drill 7. Numbers 8. Volleys and Digs 10. Bounce Tag 11. Star Tag 15. Storks and Kangaroos
Game	Volley2s Amber
Development Activities	1. Volley Golf (Self-Feed volley) 2. Pairs Volley Golf (Self-Feed volley) 3. 1v1 Self-Feed (Self-Feed volley) 4. Co-op Volley (Self-Feed volley) 5. Either Side (Self-Feed volley) 6. Beat the Ball – High (Attacking with a volley) 7. Rainbow Volley and Bounce (Attacking with a volley) 8. 2v2 – Feed Volley (Attacking with a volley) 9. Attack the Space (Attacking with a volley) 10. Service Target (Serving with purpose) 11. Service Scoring Target (Serving with purpose) 12. 1v1 – Service v Catch (Serving with purpose) 13. Service Challenge (Serving with purpose) 14. 2v2 Deep Court (Base position) 15. Self-Attack (Playing an attacking shot)
Game	Volley2s Amber
Cool-Downs	6. Pass the Parcel 7. Calf Stretch 8. Pass the Squeeze 9. Instant Replay 10. Cross The Circle

Social and Volleyball Behaviours

Social and volleyball behaviours form an important part of developing each individual.

Volley2s Amber focuses on children **working together as a team** by:

- Concentrating throughout the whole of each point
- Doing their best but always playing to the rules
- Accepting each others' mistakes and encouraging one another even if they are losing
- Talking and making eye contact with each other before, during and after each point
- Being able to describe what went well and/or how to be better next time in practices and games
- Congratulating your opponents and officials after a game whatever the final result

1. VOLLEY GOLF

Activity Outcome:

- Players are able to accurately self-feed volley the ball over varying distances

Technical Cards:

- Rainbow Flight
- Self-feed Volley

Equipment:

- Volleyball each
- Net
- Various hoops/targets/baskets
- Marker cones

Set Up:

- Various targets set up e.g. on the floor, baskets, wall
- Marker cones indicating starting position

How to play:

- Player self-feeds above forehead and volleys the ball into/onto the target
- Players start in various places and move from 'hole' to 'hole' until they have completed the 'golf course'

Ask the Player:

- Where did you contact the ball when volleying?
- After the ball left your hands tell me about the follow through
- How do you make the ball go further or nearer?

Variation:

- EASIER
 - Ensure targets are close
 - Bigger targets
 - Self-feed-catch-push from forehead
- HARDER
 - Start further away from the target
 - Make the targets smaller
 - Self-feed and turn through an angle e.g. 90 degrees before volleying

Safety:

- Beware of balls rolling under foot

2. PAIRS VOLLEY GOLF

Activity Outcomes:

- Players are able to accurately self-feed volley the ball high (rainbow) to partner
- Players are able to accurately volley the ball over the net into a target from a pass (set) from their partner

Technical Cards:

- Rainbow Flight
- Self-feed Volley
- Volley

Equipment:

- 1 volleyball per 2 players
- Net
- Various hoops/targets/baskets
- Marker cones

Set Up:

- Various targets set up e.g. on the floor, baskets, wall
- Marker cones indicating starting position
- Player 1 stands sideways near the net
- Player 2 faces the net 1m away from net. 2m from Player 1

How to play:

- Player 1 self-feed volleys the ball (rainbow) to Player 2
- Player 2 volleys the ball over the net towards selected target
- Players start in various places and move from 'hole' to 'hole' until they have completed the 'golf course'

Ask the Player:

- Where did you contact the ball when volleying?
- After the ball left your hands tell me about the follow through
- How do you make the ball go further or nearer?

Variation:

- EASIER
 - Ensure targets are close to the net
 - Bigger targets
 - Self-feed-catch-push from forehead
- HARDER
 - Move targets further from the net
 - Make the targets smaller
 - Partner calls out target when the ball is in the air

Safety:

- Beware of balls rolling under foot

3. 1v1 SELF-FEED

Activity Outcomes:

- Players are able to volley the ball after a self-feed
- Players are able to face the direction they intend to play the ball before contact
- Players are able to outmanoeuvre their opponent by playing the ball to different areas of the court

Technical Cards:

- Rainbow Flight
- Self-feed Volley

Equipment:

- 1 ball per 2 players
- Net

Set Up:

- Players either side of the net

How to play:

- Players play – they catch the ball and return it with a self-feed volley.
- Points are scored when the ball touches the opponent's court or is played into the net.
- Play short games – first to 5 (or 3).

Ask the Player:

- Show me the position of your hands as you volley the ball
- When do you turn and face the direction you play?
- Where do you play the ball to beat your opponent?

Variation:

- EASIER
 - Make the court bigger
- HARDER
 - Introduce additional task after volley e.g. touch a cone off court

Safety points:

- Keeping distance between the different groups

4. CO-OP VOLLEY

Activity Outcomes:

- Players are able to play a self-feed volley
- Players are able to face the direction they intend to play the ball before they contact the ball

Technical Cards:

- Rainbow Flight
- Self-feed Volley

Equipment:

- 1 ball per 2 players

Set Up:

- In pairs facing each other, about 1m apart. Pairs are spread out around the space.

How to play:

- The players self-feed volley to each other, back and forth, trying to make the ball peak at the mid way point.
- The teacher/coach walks around the space and gives visual or verbal commands for the pairs to carry out:
 - Visual cues – the teacher/coach points and the players move together in that direction as they play the self feed volley.
 - Verbal cues - the teacher/coach suggests actions for the players to perform when the ball is in the air. For example, touch the floor, spin, sit down/stand up

Ask the Player:

- After a command did you move before, during or after a volley? Why then?
- How can you keep watching the teacher/coach at the same time as playing the ball?
- What's the best thing to do to give yourself time to play the ball? Show me

Variation:

- EASIER
 - Only verbal cues from the teacher/coach
 - Decrease the distance between players
 - Teacher/coach stays in the same position all the time
- HARDER
 - Only visual cues from the teacher/coach
 - Increase the distance between players

Safety points:

- Keeping distance between the different groups

5. EITHER SIDE

Activity Outcomes:

- Players are able to volley the ball after a self-feed
- Players are able to face the direction they intend to play the ball before contact
- Players can pick up information

Technical Cards:

- Rainbow Flight
- Self-feed Volley

Equipment:

- 1 ball per 2 players

Set Up:

- Players are facing each other – Player 1 close to the base line, Player 2 at the net.

How to play:

- Player 1 feeds the ball to Player 2 then moves left or right
- Player 2 catches the ball facing the direction Player 1 moved to.
- Player 2 plays self-feed volley that Player 1 catches in the front half of the court.
- Change roles after 5 goes.

Ask the Player:

- How soon did you orientate yourself at the net?
- Do you have a favourite side?

Variation:

- EASIER
 - Player 1 always moves in the same direction in a series
 - Player 1 starts closer to the net
- HARDER
 - Player 1 jumps to catch the ball in the air in the front half of the court
 - Player 2 has different starting poses; sitting down, lying down, box position or facing the net (Player 2 calls as they feed the ball)

Safety Points:

- Keeping distance between the different groups

6. BEAT THE BALL - HIGH

Activity Outcomes:

- Players are able to feed the ball high (rainbow) enabling their partner time to move and catch
- Players are able to move smoothly to face teammate when playing the ball

Technical Cards:

- Ready for Action
- Rainbow Flight
- Moving Smoothly
- Volley

Equipment:

- 1 ball per 2 players

Set Up:

- Each pair finds a space to work

How to play:

- Player 1 and 2 start side by side
- Player 1 (Feeder) feeds the ball high (rainbow) to bounce approximately 2m in-front of the Feeder
- Player 2 (Chaser) runs to get past the ball and tries to catch the ball in-front of the forehead (volley position) whilst facing the Feeder

Ask the Player:

- What is the best type of feed to enable your partner time to catch the ball in-front of the forehead?
- How do you move so that you are always watching the ball?
- Were you still when you caught the ball? What position were you in?

Variation:

- EASIER
 - Start in-front of the Feeder
- HARDER
 - Catch the ball without a bounce

Safety Points:

- Check that groups are spaced out
- Ensure the ball is fed away from walls

7. RAINBOW VOLLEY AND BOUNCE

Activity Outcome:

- Players are able to consistently volley (rainbow) the ball over the net to their partner staying in a 'ready for action' posture throughout the task

Technical Cards:

- Rainbow Flight
- Volley

Equipment:

- 2 volleyballs per 2 players
- Net

Set Up:

- Volleyball each – in pairs
- Players either side of the net – 1.5m from the net
- Nominate a ball that always goes over the net and the other ball that will always bounce under the net

How to play:

- One ball will be volleyed over the net and the other bounced under the net
- Player 1 volleys their ball over the net
- At the same time Player 2 bounces their ball under the net.
- Player 2 now volleys the incoming ball back to Player 1
- At the same time Player 1 catches and bounces back the ball to Player 2
- Continue the pattern Bounce-Volley-Bounce-Volley etc

Ask the Player:

- How do you create more time to play the volley?
- As you play the ball what do you look at?

Variation:

- EASIER
 - Use one ball – both players volley to each other
- HARDER
 - Introduce an additional action e.g. Clap after volleying the ball
 - Use a smaller ball to bounce

Safety Points:

- Players to be aware of the rest of the group as they focus on the ball

8. 2v2 - FEED VOLLEY

Activity Outcomes:

- Players are able to volley the ball after a self-feed
- Players are able to face the direction they intend to play the ball before contact
- Players are able to outmanoeuvre their opponent by playing the ball to different areas of the court

Technical Cards:

- Rainbow Flight
- Self-feed Volley
- Volley

Equipment:

- 1 ball per 4 players
- Net

Set Up:

- 2 Players either side of the net

How to play:

- Players play 2v2
- Receiver catches the ball and carries the ball to be close to the net and then self-feed volleys the ball high and parallel to the net
- Non-Receiver moves forward and volleys the ball over the net
- Points are score when the ball touches the floor.
- Play short games – first to 5 (or 3).

Ask the Player:

- How high is the self-feed volley to make it easy for your teammate to volley?
- Where was the best place to play to win the point?

Variation:

- EASIER
 - Make the court smaller
- HARDER
 - Make the court bigger

Safety Points:

- Keeping distance between the different groups

9. ATTACK THE SPACE

Activity Outcomes:

- Players are able to identify spaces on their opponent's court to attack
- Players are able to self-feed volley the ball high to give time for the attacker to move and play
- Players are able to face the direction they intend to play the ball before contact

Technical Cards:

- Rainbow Flight
- Self-feed Volley
- Volley

Equipment:

- 1 volleyball per 3 players
- 2 hoops/targets between 3 players
- Net

Set Up:

- Place 2 hoops 3m from the net, 3m apart
- Player 1 stands near and sideways to the net with the ball
- Player 2 stands near the net 2m away from Player 1
- Player 3 stands on the other side of the net in-between the hoops

How to play:

- Player 1 self-feed volleys high parallel to the net (rainbow) for Player 2
- As Player 1 releases the ball Player 3 moves to stand in one of the hoops
- Player 2 volleys the pass (set) from Player 1 over the net and into the empty hoop
- 3 feeds and rotate

Ask the Player:

- What direction were you facing before the feed?
- What direction were you facing as you volleyed the ball?
- What gives you more time to see where the player has moved to?

Variation:

- EASIER
 - Player 2 uses a self-feed volley
 - Player 3 moves before Player 1 feeds
- HARDER
 - Player 3 delays their move

Safety Points:

- Ensure hoops don't slip

10. SERVICE TARGET

Activity Outcome:

- Players are able to control the ball trajectory from an underarm serve over various distances

Technical Cards:

- Serve

Equipment:

- 1 ball per 2 players
- Net
- Targets (hoops, cones, mats, etc)

Set Up:

- Place targets on one side of the court at various distances from the net
- Player 1 starts on the opposite side of the net to the targets
- Player 2 waits behind targets to collect the served ball and feed back to partner

How to play:

- Player 1 serves the ball over the net into different targets
- Take in turns. Try different targets at different distances
- Ask the players to devise a scoring system for their game

Ask the Player:

- What foot is forward when you serve?
- Can you feel your body weight move, if so in what direction?
- Why do you think you were successful?

Variation:

- EASIER
 - Make the targets bigger
 - Change the distance of player or target from the net
- HARDER
 - Make the targets smaller
 - Change the distance of player or target from the net
 - Change the direction to serve

Safety Points:

- Don't run in the area where the targets are placed

11. SERVICE SCORING TARGET

Activity Outcome:

- Players are able to control the ball trajectory from an underarm serve over various distances

Technical Cards:

- Serve

Equipment:

- 2 balls per 4 players
- Net
- Targets (hoops, cones, mats, etc)

Set Up:

- Place 3 targets on one side of the court
- Player 1 and Player 2 start on the opposite side of the net to the targets
- Player 3 stands inside one of the targets (they choose)
- Player 4 stands behind the targets

How to play:

- Player 1 serves the ball over the net into one of the free targets
- Player 3 collects the ball and rolls it back to Player 1
- Player 4 takes their turn and stands inside one of the targets (they choose)
- Player 2 serves into a free target
- The serving team score 1 point each time they hit the court and 3 points if the ball lands in a free target
- Swap roles after 8 serves.

Ask the Player:

- What foot is forward when you serve?
- Can you feel your body weight move, if so in what direction?
- Why do you think you were successful?

Variation:

- EASIER
 - Make the targets bigger
 - Change the distance between the player or target from the net
- HARDER
 - Make the targets smaller
 - Only one free target (either 2 targets only or 3 targets but Player 3 and 4 in a target each)

Safety Points:

- Don't run in the area where the targets are placed

12. SERVICE v CATCH

Activity Outcomes:

- Players are able to control the ball trajectory from an underarm serve over various distances
- Players are able to plan where is the most effective place to serve
- Players are able to move smoothly and catch the serve

Technical Cards:

- Ready for Action
- Moving Smoothly
- Serve

Equipment:

- 1 ball per 2 players
- Net

Set Up:

- Players either side of the net
- Define the court area

How to play:

- Player 1 serves over the net. Player 2 catches the ball before it touches the floor inside the court.
- Player 2 then returns the ball with a service from where the ball was caught... and so on until the ball touches the floor.
- Points are scored by the server if the receiver lets the ball touch the floor inside their court.
- Points are scored by the receiver if the serve goes into the net or touches the floor outside the court.

Ask the Player:

- Where and how were you trying to serve, and why?
- As Receiver how did you predict where the serve would go?

Variation:

- EASIER
 - Serve from nearer the net
 - Make the court bigger for the server
- HARDER
 - Serve from nearer the back of the court
 - The Receiver has different starting poses; sitting down, lying down, box position or facing the net
 (Player 2 calls as they feed the ball)

Safety Points:

- Keeping distance between the different groups

13. SERVICE CHALLENGE

Activity Outcomes:

- Players are able to control the ball trajectory from an underarm serve over various distances
- Players are able to plan the best place to serve the ball
- Players are able to move smoothly and catch the serve

Technical Cards:

- Ready for Action
- Moving Smoothly
- Serve

Equipment:

- 1 ball per 2 players
- Net

Set Up:

- Players either side of the net
- A pair challenge another pair

How to play:

- In each pair, Player 1 serves over the net. Player 2 catches the ball before it touches the floor inside the court.
- Player 2 then returns the ball with a service from where the ball was caught... and so on until the ball touches the floor.
- The pair that keeps the ball going for longer win the challenge.
- Change the challenging pair when the ball touches the floor.

Ask the Player:

- Where and how were you trying to serve, and why?
- As the Receiver how did you predict where the serve would go? What clues did the server give you?

Variation:

- EASIER
 - Players can move to choose their serving spot
- HARDER
 - Set specific serving spots
 - The receiver has different starting poses; sitting down, lying down, box position or facing away from the net (Player 1 calls as they feed the ball)

Safety points:

- Keeping distance between the different groups

14. 2v2 DEEP COURT

Activity Outcomes:

- Players are able to start in a base position and return to base after playing the ball over the net
- Players are able to face the direction they intend to play the ball before contact
- Players are able to volley the ball to the back of the court to make it difficult for opponents

Technical Cards:

- Moving Smoothly
- Self-feed Volley
- Volley

Equipment:

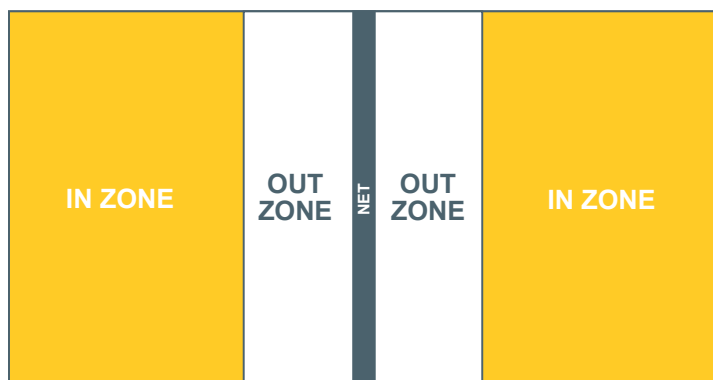
- 1 ball per 4 players
- Net

Set Up:

- 2 Players either side of the net
- Identify the front (out) part of the court

How to play:

- Players play 2 v 2
- The front part of the court is 'out' (if the ball lands there, the point goes against the team who touched the ball last)
- Players can be inside the 'out' zone to play the ball over the net or to their teammate
- Points are score when the ball touches the floor in the 'in' zone



Ask the Player:

- How do you make the volley go to the back of the court?
- Where do you go to after playing the ball over the net?

Variation:

- EASIER
 - Make the 'IN' zone bigger
- HARDER
 - Change the shape of the 'IN' zone

Safety Points:

- Keeping distance between the different groups

15. SELF ATTACK

Activity Outcome:

- Players are able to jump to attack the opponent court

Technical Cards:

- Spike

Equipment:

- 1 ball per 2 players
- Net

Set Up:

- Players either side of the net

How to play:

- Player 1 throw the ball in the air
- Player 1 jumps with a two footed take-off and plays the ball over the net with an over head shot with one hand
- Player 1 lands on 2 feet
- Player 2 catches the ball and returns the ball to Player 1 the same way.

Ask the Player:

- Were you balanced when you contacted the ball?
- How high do you feed the ball?
- Did you take off and land on the same spot with two feet?

Variation:

- EASIER
 - Keep feet on the floor (easiest for the contact)
 - Jump and throw (easiest for the jump and landing on two feet)
- HARDER
 - Start further from the net
 - Player 2 moves to different places on court. Player 1 adjusts to spike the ball directly at Player 2

Safety Points:

- Keeping distance between the different groups

VOLLEY 2s - GREEN OVERVIEW

The main development outcomes for this stage are:

- Using a dig pass to play the ball
- Playing an attacking shot with a spike
- Making the link in response to the first contact
- Anticipating where the ball is going to go

Warm-Ups	7. Numbers 8. Volleys and Digs 9. Tennis Ball Move 17. Sumo Tag 18. Mirrors 20. Get to the Cone 21. Corner Ball
Game	Volley2s Green
Development Activities	1. Egg Beater (Anticipate) 2. In a Bag (Anticipate) 3. Keepy-Uppy (Using a dig pass) 4. Partner Keepy-Uppy (Using a dig pass) 5. Drop and Dig (Using a dig pass) 6. Rainbow Dig and Bounce (Using a dig pass) 7. Bump and Catch (Using a dig pass) 8. Serve and Pass (Using a dig pass) 9. Jump and Throw (Attacking with as spike) 10. Spike Attack (Attacking with a spike) 11. Spike to Win (Attacking with a spike) 12. Spike Ball (Attacking with a spike) 13. Link and Spike (Making the link) 14. Passing Decisions (Making the link) 15. Pass to Attack (Making the link)
Game	Volley2s Green
Cool-Downs	11. Detective Inspector 12. Bandage Tag 13. Shoe Pass 14. Frozen Bean 15. Creep Up!

Social and Volleyball Behaviours

Social and volleyball behaviours form an important part of developing each individual.

Volley2s Green focuses on children **being mindful of the way their opponents play** by:

- Playing the next point with confidence after a mistake
- Having a humble attitude towards opponents when winning
- Talking and making eye contact when making suggestions on how their team can improve
- Identifying and discussing opponent's strengths and weaknesses
- Being able to explain what is happening as they take part in practices and games
- Congratulating your opponents and officials after a game whatever the final result

1. EGG BEATER

Activity Outcome:

- Players are able to judge the flight of the ball and move smoothly to a contact point whilst maintaining a 'Ready for Action' posture

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight

Equipment:

- 1 volleyball per 2 players
- Net

Set Up:

- 1 player each side of the net – 3 to 5m from the net
- Player 1 with the ball – Player 2 in ready position

How to play:

- Player 1 feeds the ball underarm, over the net with a rainbow trajectory towards Player 2
- Player 2 lets the ball bounce between their legs
- Players swap roles after an agreed number of repetitions.

Ask the Players:

- Show me the 'ready for action' posture
- What direction was your body weight going when you moved over the ball?

Variation:

- EASIER
 - Players use smaller, lighter ball
- HARDER
 - Serve the ball
 - Player 2 turns 180 degrees and lets the ball bounce between their legs
 - Player 2 (Receiver) tries different starting positions: lying, standing, kneeling and facing different directions

Safety Points:

- Keeping distance between the different groups

2. IN A BAG

Activity Outcome:

- Players are able to read the flight of the ball, move smoothly and then be still in the dig position before receiving the ball

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight

Equipment:

- 1 volleyball per 2 players
- Carrier bag between 2 players
- Net

Set Up:

- 1 player each side of the net – 3 to 5m from the net
- Player 1 with the ball – Player 2 with the carrier bag

How to play:

- Player 1 rainbow feeds their ball over the net
- Player 2 catches the ball in the carrier bag
- After 3 feeds - swap.

Ask the Player:

- What was the flight of the ball you gave to make it easy for your partner to catch the ball in a bag?
- When catching the ball in the bag describe your body position when you caught it

Variation:

- EASIER
 - Let the ball bounce before catching
 - Bigger bag
- HARDER
 - Serve the ball
 - Receive the ball on forearms, bump the ball upwards (dig) then catch in the carrier bag

Safety Points:

- Players to be aware of the rest of the group as they focus on the ball

3. KEEPY-UPPY DIG BALL

Activity Outcomes:

- Players are able to move smoothly and maintain a 'ready for action' posture when playing the ball in a dig position
- Players are able to keep their arms still and use their body weight when they dig the ball

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight
- Dig

Equipment:

- A volleyball each
- Variety of other different sized balls, tennis balls are good

Set Up:

- Volleyball and another ball each – find a space

How to play:

- Throw other ball up – let it bounce – bump with volleyball held in both hands arms outstretched
- Continue bounce-bump-bounce-bump
- Try and play the ball level with tummy button.

Ask the Player:

- As you played the ball where was your body weight moving?
- Did you keep your arms stretched? Show me

Variation:

- EASIER
 - Use a bigger ball
 - Use a balloon (no bounces)
 - Catch the ball after each bump
- HARDER
 - Use a smaller ball
 - Use 2 balloons (no bounces)
 - No bounce
 - Pairs – as above but playing to a partner
 - Vary the height the ball is played. Try one high, one low.
 - Try sitting down and standing up keeping control of the ball

Safety Points:

- Players to be aware of the rest of the group as they focus on the ball

4. PARTNER KEEPY-UPPY

Activity Outcomes:

- Players are able to move smoothly and maintain a 'ready for action' posture when playing the ball in a dig position
- Players are able to keep their arms still and use their body weight when they dig the ball

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight
- Dig

Equipment:

- A volleyball each
- Variety of other different sized balls, tennis balls are good

Set Up:

- In Pairs, volleyball each and one other ball – find a space
- Players start facing each other about 1.5m apart

How to play:

- Player 1 feeds the tennis ball to Player 2 using an underarm throw letting it bounce half way.
- Player 2 digs the tennis ball back to Player 1 using their volleyball in both hands, armed outstretched.
- Continue bounce-bump-bounce-bump.

Ask the Players:

- As you bumped the ball where was your body weight moving?
- Can you keep your arms outstretched? Show me

Variation:

- EASIER
 - Use a bigger ball
 - Use a balloon (no bounces)
 - Start closer
- HARDER
 - Don't let the tennis ball bounce
 - Use a volleyball instead of a tennis ball
 - Try moving forwards, backwards, left, right
 - Vary the height the ball is played. Try one high, one low.
 - Try sitting down and standing up keeping control of the ball

Safety Points:

- Players to be aware of the rest of the group as they focus on the ball

5. DROP AND DIG

Activity Outcome:

- Players are able to move smoothly and maintain a 'Ready for Action' posture when playing the ball in a dig position

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight
- Dig

Equipment:

- A volleyball each

Set Up:

- Volleyball each – in pairs
- 3m apart

How to play:

- Player 1 (Digger) holds a ball
- Player 2 feeds their ball (rainbow) to Player 1
- Player 1 drops their ball – digs the ball back to Player 2 – then catches the ball they have dropped.

Ask the Player:

- What is the best position to start in?
- When is the best time to drop the ball?
- Can you make the ball peak half way when you dig the ball?

Variation:

- EASIER
 - Underarm catch/throw instead of dig
 - Let the ball bounce more than once
- HARDER
 - Throw ball up - then dig – then catch (no bounce)
 - Both players have a ball to drop – keep digs going between players

Safety Points:

- Players to be aware of the rest of the group as they focus on the ball

6. RAINBOW DIG AND BOUNCE

Activity Outcome:

- Players are able start in a 'Ready for Action' posture and then move smoothly, contact the ball and follow through to produce a rainbow dig pass

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight
- Dig

Equipment:

- A volleyball each

Set Up:

- Volleyball each – in pairs
- Players stand 3m apart
- Nominate a ball that will be bounced and the ball that will be played with a dig

How to play:

- Player 1 feeds the ball to Player 2 ready to dig
- At the same time Player 2 bounces the other ball to Player 1
- Player 2 digs the ball and Player 1 catches and bounces
- Keep the pattern going – one ball always bouncing and the other always a dig.

Ask the Player:

- What is the best height to dig the ball to give you time?
- Show me your ready position for this practice

Variation:

- EASIER
 - Use one ball – both players dig to each other
- HARDER
 - Introduce an additional action e.g. Touch the floor after digging the ball

Safety Points:

- Players to be aware of the rest of the group as they focus on the ball

7. BUMP AND CATCH

Activity Outcomes:

- Players are able to feed the ball accurately to a partner
- Players are able to judge the ball flight, move smoothly and dig the ball into the front half of the court

Technical Cards:

- Ready for Action
- Rainbow Flight
- Dig

Equipment:

- 1 volleyball per 2 players
- Net

Set Up:

- Pairs facing each other across the net 3-5 m from the net.

How to play:

- Player 1 feeds the ball over the net for Player 2 to dig to them self and catch the ball
- Player 2 rolls the ball back to Player 1 to repeat
- Swap after 6 feeds
- Try to play the ball into the front half of the court to catch it.

Ask the Players:

- In relation to the height of the net how high should you dig the ball to give yourself time to catch it?

Variation:

- EASIER
 - Feed from closer to the net
 - Use a lighter bigger ball
- HARDER
 - Player 2 (receiver) starts in a different position e.g. lying down, facing backwards (Player 1 calls as they feed the ball)
 - Use a serve instead of a feed
 - Player 2 has to touch, the side-line or back line of the court after they roll the ball back to Player 1

Safety Points:

- Check the balls are rolled back safely

8. SERVE AND PASS

Activity Outcomes:

- Players are able to serve the ball accurately to a partner
- Players are able to judge the ball flight, move smoothly and dig the ball into the front half of the court

Technical Cards:

- Ready for Action
- Moving Smoothly
- Rainbow Flight
- Dig
- Serve

Equipment:

- 1 volleyball per 2 players
- Net

Set Up:

- 1 player each side of the net – 3 to 5m from the net
- Player 1 with the ball-Server/Target – Player 2-Receiver

How to play:

- Player 1 serves over the net and then runs under the net to become the target for Player 2 to pass to
- Player 2 digs the ball (rainbow trajectory) towards the net (front court) for Player 1 to catch
- 6 serves in total, keep the score
- 3 points = successful serve, dig, catch in front court
- 2 points = successful serve, dig, catch anywhere
- 1 point = successful serve
- Swap after 6 serves.

Ask the Players:

- In relation to the height of the net, how high should you dig the ball to give your partner time to catch it?

Variation:

- EASIER
 - Players use an underarm throw to start the activity
 - Serve from closer to the net
- HARDER
 - Receiver starts in a different position e.g. lying down, facing backwards (server calls on serve)

Safety Points:

- Keeping distance between the different groups

9. JUMP AND THROW

Activity Outcomes:

- Players are able to take off and land on two feet to spike the ball
- Players are able to take both hands up as they jump, to gain height
- Players can play an attacking shot sending the ball with a downwards trajectory

Technical Cards:

- Spike

Equipment:

- 1 volleyball per 2 players
- Net

Set Up:

- Pairs facing each other across the net about 1.5 m off the net, one volleyball.

How to play:

- Player 1 holds the ball in both hands level with their tummy button, jumps off two feet straight up, and throws the ball over the net down towards the court
- Player 2 tries to catch the ball with 2 hands and stop the ball touching the court.
- Player 2 jumps and throws the ball to Player 1.
- Players win a point when the ball touches the court from their throw.
- Who is the winner after 6 attempts each?

Ask the Players:

- Do you take off and land balanced on two feet? Show me
- Can you throw the ball with a downward trajectory? Show me
- Do you keep a tall upright posture in the air, or do you crumple up? Show me

Variation:

- EASIER
 - Lower the net height.
- HARDER
 - Start sideways on to the net then jump with 90° turn left or 90° turn right.
 - Start with back to the net and jump with 180° turn.
 - Use a spike approach right, left.

Safety Points:

- Keeping distance between the different groups

10. SPIKE ATTACK

Activity Outcomes:

- Players are able to use a full open hand to hit the ball with a downwards trajectory
- Players are able to judge the flight of the ball and keep the ball between them and the net

Technical Cards:

- Spike

Equipment:

- 2/3 volleyballs per 4 players
- Net - lowered

Set Up:

- Player 1 stands close to the net.
- Player 2 starts about 1m away from the net. Players 3 and 4 stand behind Player 2 waiting for their turn. Players 2, 3 and 4 have a ball each.

How to play:

- Player 2 bounces the ball to Player 1
- Player 1 (Feeder) feeds the ball between Player 2 and the net for Player 2 to spike in a downward direction over the net
- Player 2 walks under the net to collect the ball and joins the end of the queue behind Players 3 and 4
- Repeat for Player 3 and Player 4
- Change the Feeder after a set number of attempts.

Ask the Players:

- When did you move forward to spike the ball?
- Which part of your hand made contact with the ball? Show me
- What did you do to you keep the ball between you and the net?

Variation:

- EASIER
 - Lower net
 - Start closer to the feeder
 - Hit the ball with two hands
- HARDER
 - With a two footed jump
 - The Feeder varies the feed, slightly closer to net, further from the net, slightly to the right or left of the Spiker so they move into position
 - Targets areas on the court to aim for

Safety Points:

- All the group hit the ball over the net in the same direction.

11. SPIKE TO WIN

Activity Outcomes:

- Players are able to move from passing the ball to being ready to spike
- Players are able to judge the flight of the ball and move to spike the ball taking off two feet

Technical Cards:

- Self-feed Volley
- Dig
- Spike

Equipment:

- 1 volleyball per 4 players (6 players if referees)
- 1 court per 4 players (6 players if referees)

Set Up:

- 2v2 game

How to play:

- Team 1 feed (underarm) the ball to the opposing team
- If a team score the point with a spike, they score 3 points
- If a team scores a point in any other way, they score 1 point
- Teams take alternate feeds.

Ask the Players:

- Show me how you moved from digging the ball to being ready to spike
- Tell me 3 things to think about when spiking

Variation:

- EASIER
 - Team can score 3 points with a volley or a spike at any point in the rally
- HARDER
 - The first opportunity to score using a spike is worth 5 points, the second is worth 3 points (with a spike), then only 1 point

Safety Points:

- Keeping distance between the different groups

12. SPIKE BALL

Activity Outcomes:

- Players are able to use a full open hand to hit the ball with a downwards trajectory
- Players are able to adjust their base position to defend against a spike

Technical Cards:

- Self-feed Volley
- Base Position
- Spike

Equipment:

- 1 volleyball per 4 players
- 1 court
- Lower the net to chest height

Set Up:

- 2v2 game, Player 1 and Player 2 v Player 3 and Player 4

How to play:

- Similar to Volley2s Amber rules except Player 1 starts by spiking ball over the net from the front half of the court
- Player 3 and 4 try to catch the ball (one bounce allowed) before the ball touches the floor a second time
- Players 3 and 4 play three touches with the 3rd touch being a spike

Ask the Players:

- Show me how you moved from attacking to defending.
- Where is the base position on court to defend the spike?
- Tell me 3 things to think about when spiking.

Variation:

- EASIER
 - Lower the net
 - Larger court (easier for the attacking team)
- HARDER
 - No self-feed volleys allowed
 - Smaller court (harder for the attacking team)

Safety Points:

- Keeping distance between the different groups

13. LINK AND SPIKE

Activity Outcomes:

- Players are able to use a full open hand to hit the ball with a downwards trajectory
- Players are able to link with their partner to build an attack

Technical Cards:

- Self-feed Volley
- Spike

Equipment:

- 2 volleyballs per 4 players
- 1 court per 4 players

Set Up:

- Two pairs, one behind the other on the base line on one side of the court.

How to play:

- Pair one starts. Player 1 feeds the ball underarm (rainbow) into the front half of the court
- Player 2 moves to catch the ball and play a self-feed volley between Player 1 and the net
- Player 1 spikes the ball over the net.
- Players collect the ball as the second pair start the practice.
- Swap Player 1 and 2 after 6 attempts.
- Count the number of successful attacks.

Ask the Players:

- Did Player 2 beat the ball? i.e. arrive at the net before the ball?
- Were they still and balanced before playing the self-feed to set up the attack?
- What does Player 1 do to be in the right place to spike the ball?

Variation:

- EASIER
 - Lower the net
 - Player 2 starts in the court
 - Volley rather than spike
- HARDER
 - Use a volley rather than a self-feed volley
 - Player 2 tries different starting positions; sitting, lying, front support
 - Player 1 jumps to spike

Safety Points:

- Players collecting the balls should not cut across the court.
- All groups spike in the same direction

14. PASSING DECISIONS

Activity Outcomes:

- Players are able to identify they will receive the serve and call 'mine'
- Players are able to identify they will not receive the serve and move to the net ready to receive the dig from their partner

Technical Cards:

- Ready for Action
- Rainbow Flight
- Dig
- Serve

Equipment:

- 2 volleyballs between 4 players
- Net

Set Up:

- Players 1 and 2 on one side of the net – Take turns to serve
- Players 3 and 4 on the opposite side ready to receive serve

How to play:

- Player 1 serves over the net to Players 2 and 3
- Player 3 or 4 calls 'mine' and digs the ball
- The Non-Receiver moves to the net to receive the dig from receiver
- Non-Receiver catches the ball (in the front court)
- 6 serves in total, keep the score.
- 2 points = successful dig, catch in front court
- 1 point = successful dig, catch anywhere
- Rotate roles after 6 serves.

Ask the Players:

- If you intend to dig the ball how does your partner know?
- How high do you need to dig the ball to give your partner time to catch it?
- Where do you and your partner stand on court to receive the serve and why?

Variation:

- EASIER
 - Players use underarm throw to start
 - Serve from closer to the net
- HARDER
 - Receivers start in a different position e.g. lying down, facing backwards (server calls on serve)
 - Play out the rally. Non-Receiver catches then self-feeds a volley for Receiver to move forward to play an attacking shot over the net.

Safety Points:

- Keeping distance between the different groups

15. PASS TO ATTACK

Activity Outcomes:

- Players are able to identify they will receive the serve and call 'mine'
- Players are able to identify they will not receive the serve and move to the net ready to receive the dig from their partner

Technical Cards:

- Ready for Action
- Rainbow Flight
- Dig
- Serve

Equipment:

- 2 volleyballs between 4 players
- Net

Set Up:

- Players 1 and 2 on one side of the net take turns to serve
- Players 3 and 4 on the opposite side ready to receive serve

How to play:

- Player 1 serves over the net
- Player 3 or 4 calls 'mine' and digs the ball. They are the receiver
- The Non Receiver moves to catch the ball and plays a self-feed volley between the receiver and the net.
- The Receiver spikes the ball over the net.
- Rotate teams after 6 serves.
- Count the number of successful three touch attacks.

Ask the Players:

- If you intend to dig the ball how does your partner know?
- How high do you need to dig the ball to give you partner time to catch it?
- Where do you and your partner stand on court to receive the serve and why?

Variation:

- EASIER
 - Players use throw (underarm) to start
 - Serve from closer to the net
 - Catch and throw (underarm) the first contact
- HARDER
 - Receivers starts in a different position e.g. lying down, facing backwards (server calls on serve)
 - Receivers start on the side-lines

Safety Points:

- Keeping distance between the different groups

VOLLEY 2s - GOLD OVERVIEW

The main development outcomes for this stage are:

- Using a setting action
- Defending with a block
- Control and consistency in selection and execution of shots

Warm-Ups	9. Tennis Ball Move 16. Chain Tag 17. Sumo Tag 1. Mirrors 2. Opposites 3. Get to the Cone 4. Corner Ball
Game	Volley2s Gold
Development Activities	1. Close to the Net (Using a setting action) 2. Bouncy Set (Using a setting action) 3. Net Touch (Using a setting action) 4. 2 Balls Set (Using a setting action) 5. Volley Set 1 (Using a setting action) 6. Volley Set 2 (Using a setting action) 7. Sync the Players (Defending with a Block) 8. Shift the Block (Defending with a Block) 9. Start Attack 1 (Defending with a Block) 10. Start Attack 2 (Defending with a Block) 11. Counter Attack (Defending with a Block) 12. Choose the Shot 1 (Control and consistency) 13. Choose the Shot 2 (Control and consistency) 14. Choose the Shot 3 (Control and consistency) 15. 1v1 2 Touches (Control and consistency)
Game	Volley2s Gold
Cool-Downs	16. Squeeze and Relax 17. April Showers 18. Stretching Circuit 19. Muscle Mix 20. Balancing Poses

Social and Volleyball Behaviours

Social and volleyball behaviours form an important part of developing each individual Volley2s. Gold focuses on children **adapting play in response to the opposition** by:

- congratulating opponents when they score a great point
- having a gracious and positive attitude towards opponents when winning or losing
- confidently and politely communicating with everyone involved in practices and games
- adapting ways to attack and defend in game play
- being able to identify what is happening in practices and games and making changes where appropriate
- Congratulating opponents and officials after a game whatever the final result.

1. CLOSE TO THE NET

Activity Outcomes:

- Players are able to pass the ball with a rainbow trajectory for both the dig and volley
- Players are able to set the ball close to the net with their body in balance and stable throughout the action

Technical Cards:

- Volley
- Dig
- Spike

Equipment:

- 1 volleyball per 4 players
- 1 court per 4 players

Set Up:

- Player 1 starts on one side of the net. Players 2, 3 and 4 on the other side
- Player 1 is the Feeder.
- Player 2 is the Receiver (dig), Player 3 is the Setter (volley) and Player 4 is the Target (spiker's position).

How to play:

- Player 1 underarm throws the ball over the net
- Player 2 passes the ball with a dig to Player 3 at the net
- Player 3 sets the ball with a volley to player 4
- Player 4 catches the ball near the net (in Spiker's position) and passes it back to Player 1 underneath the net.

Ask the Players:

- As the passer, how do you give time for the Setter to be ready and stable before setting?
- Tell me 3 things when you are setting to ensure that you are balanced and the sets are parallel and close to the net

Variation:

- EASIER
 - Player 2 catches the pass then self-feed Player 3
- HARDER
 - Player 1 serves
 - Player 2 digs from different positions on the court
 - Player 3 starts in different position away from the net

Safety Points:

- Keeping distance between the different groups

2. BOUNCY SET

Activity Outcomes:

- Players are able to move and face the direction of the intended set before setting the ball
- Players are able to set the ball with a consistent rainbow trajectory parallel and close to the net

Technical Cards:

- Moving Smoothly
- Volley
- Spike

Equipment:

- 1 volleyball per 2 players
- 1 court per 2 players (can be shared with other pairs)

Set Up:

- 2 players side by side 4m from the net, facing the net
- Player 1 holds the ball

How to play:

- Player 1 bounces the ball into the floor so that it goes high into the air remaining on their side of the court i.e. it doesn't go over the net
- Player 2 moves towards the net and sets (volley) the ball high, (rainbow) parallel and close to the net
- Player 1 moves to be able to spike the set from Player 2.

Ask the Players:

- As the Setter, where are you facing before during and after you set the ball?
- What was the trajectory of your sets like?

Variation:

- EASIER
 - Player 2 starts at the net and Player 1 feeds without a bounce
- HARDER
 - Player 2 (Setter) starts in a different position on court
 - Player 2 (Setter) starts in a different position e.g. lying down

Safety Points:

- Keeping distance between the different groups
- Every group spikes in the same direction

3. NET TOUCH

Activity Outcome:

- Players are able to move quickly and smoothly to arrive before the ball at the point of contact in order to have a balanced and stable body position to set the ball high to an Attacker

Technical Cards

- Volley
- Dig
- Spike
- Tip
- Serve

Equipment:

- 1 volleyball per 4 players
- 1 court per 4 players

Set Up:

- 2 players on each side of the net. Players 1 and 2 and Players 3 and 4
- Players 1 or 2 are servers (alternate)
- Players 3 or 4 are receivers
- Roles reverse after 6 serves

How to play:

- Player 1 serves (underarm) the ball over the net to Players 3 or 4
- Player 3 or 4 receives the ball. The Non-Receiver moves quickly to touch the net and face the Receiver
- Receiver digs the ball high (rainbow) towards the net for the Non-Receiver (now Setter) to play the ball
- The Setter sets (volley) the ball high (rainbow) along the net for Receiver (now Spiker) to play over the net

Ask the Players:

- How early did the Setter start moving?
- Describe your footwork when moving into position and then setting the ball?

Variation:

- EASIER
 - Receiver is identified before the serve is played
- HARDER
 - Receivers start further from the net
 - Continue the point into a rally

Safety Points:

- Keeping distance between the different groups

4. 2 BALL SET

Activity Outcome:

- Players are able to control the timing of the ball in flight effectively

Technical Cards:

- Volley
- Spike

Equipment:

- 1 volleyball each
- Net

Set Up:

- Setter stands at the net with a ball
- Other players queue to spike with one ball each (ideally 3-4 Spiker and Setter)

How to play:

- First Spiker feeds the ball to the Setter
- The Setter throws their own ball into the air
- Setter sets the feed from the Spiker and then catches their flying ball
- Spiker moves to spike their ball over the net
- Spiker retrieves their ball and re-joins queue
- Swap Setter after 6 feeds.

Ask the Players:

- How early did the Setter throw their own ball?
- How can the Setter manage to time both balls?

Variation:

- EASIER
 - Setter holds a balloon
- HARDER
 - Introduce a volley or dig as the feed to the Setter

Safety Points:

- Keeping distance between the different groups

5. VOLLEY SET 1

Activity Outcome:

- Players are able to demonstrate they understand the need to move and think quickly in order to consistently set up attacks (spikes) using a volley set that is high with a rainbow trajectory

Technical Cards:

- Volley
- Dig
- Spike

Equipment:

- 1 volleyball per 4 players (6 players if referees)
- 1 court per 4 players (6 players if referees)

Set Up:

- Play a 2v2 games

How to play:

- If a team scores with a spike after a volley set, the team scores 3 points.

Ask the Players:

- How do we create the opportunity for a volley set?

Variation:

- EASIER
 - Score 3 points even if not a spike but still a volley set
- HARDER
 - Score 3 points if the opposition plays the ball only once or not at all following the spike

Safety Points:

- Keeping distance between the different groups

6. VOLLEY SET 2

Activity Outcome:

- Players are able to demonstrate they understand the need to move and think quickly in order to consistently set up attacks (spikes) using a volley set that is high with a rainbow trajectory

Technical Cards:

- Volley
- Dig
- Spike
- Tip
- Serve

Equipment:

- 1 volleyball per 4 players (6 players if referees)
- 1 court per 4 players (6 players if referees)

Set Up:

- Play a 2v2 games

How to play:

- Teams can only use an attacking shot (spike or tip) if the Setter uses a volley set to set up the attack.

Ask the Players:

- How do we create the opportunity for a volley set?

Variation:

- EASIER
 - To start the rally use a throw serve to an appointed receiver i.e. specify Player 1 or Player 2 in order to create an accurate first pass
- HARDER
 - Only use an attacking shot (spike or tip) if the Setter uses a volley set from front court

Safety Points:

- Keeping distance between the different groups

7. SYNC THE PLAYERS

Activity Outcomes:

- Players are able to demonstrate a block action
- Players are able to work together as Blocker and Defender to defend the court

Technical Cards:

- Volley
- Dig
- Block

Equipment:

- 2 volleyballs per 4 players
- 1 court per 4 players

Set Up:

- Player 1 (Feeder) and Player 2 (Feeder) stand by the net 3m apart each with a ball
- Player 3 (Blocker) stands on the opposite side of the net in the blocking ready position in the centre of the net i.e. between Players 1 and 2
- Player 4 (Defender) stands on the same side of the net, directly behind Player 3 towards the back of the court

How to play:

- Player 3 (Blocker) uses side steps to move in front of Player 1 (Feeder) and jumps
- Player 4 (Defender) uses side steps to move in the opposite direction
- Player 1 (Feeder) feeds the ball over the net toward the Player 4 (Defender) as Player 3 (Blocker) jumps
- Player 4 (Defender) plays the ball high (rainbow) for Player 3 (Blocker) who lands, turns and then catches the ball
- Player 3 (Blocker) and Player 4 (Defender) return to their central positions (base)
- The pattern is repeated but this time Player 3 (Blocker) moves in-front of Player 2 (Feeder).

Ask the Players:

- What information does the Defender need?
- Show me how a Blocker moves and how a Defender moves

Variation:

- EASIER
 - Blocker always moves in the same direction
- HARDER
 - Player 1 (Feeder) decides whether Player 1 or 2 will feed the next ball e.g. Player 1 calls “1” delays to allow Player 3 (Blocker) to move in-front and then feeds the ball over the net
 - Player 3 (Blocker) lands, turns and then sets the ball for an attack from teammate Player 4 (Defender)

Safety P oints:

- Practice moving, jumping and landing without a ball initially to ensure players don't travel under the net thus injuring themselves and/or opponents

8. SHIFT THE BLOCK

Activity Outcomes:

- Players are able to use sidesteps to move into position to block
- Players are able to move to face the Attacker (Spiker) and time their jump when blocking an attack

Technical Cards:

- Self-feed Volley
- Block

Equipment:

- 1 volleyball per 4 players
- 1 court per 4 players

Set Up:

- Player 3 (Setter/Feeder) self-feeds the ball high (rainbow) to either Player 1 or 2 (Attackers)
- Player 3 (Setter/Feeder) stands on the same side of the net in-between Players 1 and 2
- Player 4 (Blocker) stands on the opposite side of the net in the blocking ready position in the centre of the net opposite Player 3 (Setter/Feeder)

How to play:

- Player 3 (Setter/Feeder) self-feed volleys the ball high (rainbow) to either Player 1 or 2 (Attackers)
- Player 1 or 2 (Attackers) catch the ball
- Player 4 (Blocker) uses side steps to move in front of Player 1 or 2 (Attackers) and jumps to block as the ball is caught.

Ask the Players:

- Explain how to jump and land in a balanced way when blocking
- If you are going to block the spike at what time and place do you jump?

Variation:

- EASIER
 - Only one Attacker
- HARDER
 - The Setter/Feeder plays the ball faster
 - The Attacker jumps to catch the ball

Safety Points:

- Practice moving, jumping and landing without a ball initially to ensure players don't travel under the net thus injuring themselves and/or opponents

9. START ATTACK 1

Activity Outcomes:

- Players are able to move to defend as Blocker and Defender in a game situation
- Players are able to block and then land, turn and set up the attack with a volley set
- Players are able to return to base after an attack ready to defend

Technical Cards:

- Volley
- Dig
- Block
- Spike
- Tip

Equipment:

- 1 volleyball per 4 players (6 players if referees)
- 1 court per 4 players (6 players if referees)

Set Up:

- Play 2v2
- Team 1 start with an Attacker and a Defender
- Team 2 start with a Blocker and a Defender
- The Attacker from Team 1 starts with the ball

How to play:

- The rally starts with a spike or volley (feet on the floor) from the Attacker (Team 1) near to the net (the initial attack should be playable by the Defender, a point can not be scored from this first play)
- The Blocker jumps and the Defender moves to defend the attack
- The rally continues and the point is played out
- Team 2 starts the next point.

Ask the Players:

- As the Blocker in a 2v2 game which player do you particularly watch — Receiver or Non-Receiver and why?
- When the Blocker lands what do they do next?

Variation:

- EASIER
 - Overhead throw from the Attacker
- HARDER
 - Self-Attack (feet off the floor) to start the rally

Safety points:

- Practice moving, jumping and landing without a ball initially to ensure players don't travel under the net thus injuring themselves and/or opponents

10. START ATTACK 2

Activity Outcomes:

- Players are able to move to defend as Blocker and Defender in a game situation
- Players are able to block and then land, turn and set up the attack with a volley set
- Players are able to return to base after an attack ready to defend

Technical Cards:

- Self-feed Volley
- Volley
- Dig
- Block
- Spike
- Tip

Equipment:

- 1 volleyball per 4 players (6 players if referees)
- 1 court per 4 players (6 players if referees)

Set Up:

- Play 2v2
- Team 1 start with an Attacker and a Setter
- Team 2 start with a Blocker and a Defender
- The Attacker from Team 1 starts with the ball

How to play:

- The rally starts with a self-feed volley from the Setter (Team 1)
- The Attacker (Team 1) spikes the ball into the opponent's court (the initial attack should be playable by the Defender, a point can not be scored from this first play)
- The Blocker jumps and the Defender moves to defend the attack
- The rally continues and the point is played out
- Team 2 starts the next point.

Ask the Players:

- Describe your hand position when you block
- Describe your footwork before, during and after the block.

Variation:

- EASIER
 - Volley from the Attacker
- HARDER
 - Attacker feeds the ball to the Setter who sets (volley) the ball back to the Attacker rather than self-feed volley

Safety Points:

- Practice moving, jumping and landing without a ball initially to ensure players don't travel under the net thus injuring themselves and/or opponents

11. COUNTER ATTACK

Activity Outcomes:

- Players are able to move to defend as Blocker and Defender in a game situation
- Players are able to block and then land, turn and set up the attack with a volley set
- Players are able to return to base after an attack ready to defend

Technical Cards:

- Volley
- Dig
- Spike
- Tip
- Block
- Serve

Equipment:

- 1 volleyball per 4 players (6 players if referees)
- 1 court per 4 players (6 players if referees)

Set Up:

- 2v2 game
- 1 attacking team
- 1 defending team

How to play:

- The defending team serve the ball to the attacking team
- If the attacking team score the point with a spike, they score 3 points
- If the defending team score from the counter-attack with a spike, they score 3 points
- In any other cases, the team scores 1 point per rally
- After 5 rallies, change roles.

Ask the Players:

- Where is the best place to attack and why?
- As the Blocker, how do you know where the Spiker will hit ?

Variation:

- EASIER
 - Team can score 3 points with a volley or a spike at any point in the rally
- HARDER
 - The first opportunity to score using a spike is worth 5 points, the second is worth 3 points (with a spike), then only 1 point

Safety Points:

- Keeping distance between the different groups

12. CHOOSE THE SHOT 1

Activity Outcomes:

- Deciding the appropriate shot
- Controlling the selected shot

Technical Cards:

- Volley
- Dig

Equipment:

- 1 volleyball per 2 players

Set Up:

- 1 player as Feeder
- 1 player as Passer

How to play:

- The Feeder feeds the ball to his teammate varying the height of the feed
- The Passer chooses appropriately the dig or volley to return the ball to the Feeder with a rainbow trajectory.

Ask the Players:

- What helps you decide what shot to use?
- How can you be ready for both a dig or volley?

Variation:

- EASIER
 - Feed the ball in sequence – e.g. 4 high then 4 low
- HARDER
 - Feed the ball in different directions and distances e.g. to the side, short, long, etc

Safety Points:

- Keeping distance between the different groups

13. CHOOSE THE SHOT 2

Activity Outcomes:

- Deciding the appropriate shot
- Controlling the selected shot

Technical Cards:

- Volley
- Dig
- Block

Equipment:

- 1 volleyball per 2 players
- Net

Set Up:

- Player 1 as Setter
- Player 2 as Feeder

How to play:

- Player 1 (Setter) jumps to block at the net then lands and turns to face Player 2 (Feeder)
- Player 2 (Feeder) feeds the ball towards Player 1 (Setter) varying the height of the feeds and then moves to attacking position near the net
- Player 1 (Setter) sets the ball high to enable Player 2 (Feeder) to spike
- Player 2 (Feeder) catches the set close to the net.

Ask the Players:

- When landing after the block which way did you turn in order to play the next shot-to your right or left?
- How were you able to play the ball high for the Spiker?

Variation:

- EASIER
 - Feed the ball in sequence – e.g. 4 high then 4 low
 - Delay the feed
- HARDER
 - Feed the ball off the net, left right...
 - Feed the ball early (as soon as Setter touches the floor)

Safety Points:

- Keeping distance between the different groups

14. CHOOSE THE SHOT 3

Activity Outcomes:

- Deciding the appropriate shot
- Controlling the selected shot

Technical Cards:

- Self-feed Volley
- Volley
- Spike
- Tip

Equipment:

- 1 volleyball per 2 players
- 1 space per 2 players

Set Up:

- Player 1 as Attacker
- Player 2 as Feeder near the net

How to play:

- Player 2 (Feeder) feeds the ball (underarm or self-feed volley for Player 1 (Attacker) varying the height of the ball
- Player 1 (Attacker) plays the ball over the net using the appropriate shot (spike, tip, volley)

Ask the Players:

- Why did you decide to use a particular shot at a particular time?
- Describe your body position when waiting to move in to spike the ball

Variation:

- EASIER
 - Feed the ball in sequence – e.g. 4 high then 4 low
- HARDER
 - Feed the ball off the net, inside, outside

Safety Points:

- Keeping distance between the different groups

15. 1v1 2 TOUCHES

Activity Outcome:

- Controlling a pre-decided skill

Technical Cards:

- Volley
- Dig
- Serve

Equipment:

- 1 volleyball per 2 players (3-4 players if referees)
- 1 court per 2 players (3-4 players if referees)

Set Up:

- Play a 1v1 games

How to play:

- Start the rally with an underarm feed
- Players return the ball using 2 touches one of which has to be a dig and one a volley.

Ask the Players:

- How did you decide your first contact?
- What were you thinking before your second contact and how did you prepare your body position for this?

Variation:

- EASIER
 - Player perform 2 touches but both can be the same shot e.g. 2 volleys
- HARDER
 - Play 2v2 – return the ball in 2 touches but both players use a different contact: e.g. first contact is a volley, teammate needs to return the ball over with a dig.

Safety Points:

- Keeping distance between the different groups

WARM-UPS

Whole class movement

1. Go/Stop/Hop – Class moves around hall – teacher/coach gives commands e.g. hop, jump, freeze etc.
2. Class Opposites – teacher/coach says go! – class stops – teacher/coach says forwards – class runs backwards etc.
3. Come on Drill – Class spread out and face teacher/coach – teacher/coach points left – class moves. Teacher/coach can give commands verbally or through pointing.
4. North/South/East/West – the 4 sides of the hall are named – teacher/coach calls 'North!' – children run to North etc.
5. Ship/shore – as above but 2 sides of hall – add commands such as 'Captain aboard!' – all salute etc.
6. Truck and Trailer – in small groups – follow the leader in a line – copy their actions – teacher/coach tells group when to change leader.
7. Numbers - Group moves around hall – teacher calls a number and the group gets into groups of that number. (Teacher/coach holds up finger/number card)

Whole class cone marker games

8. Volleys and Digs (Domes and Cones) - Divide group in 2. Half are Volleys-half are Digs. Each have a cone marker which they place within the area. The Digs place their cone marker upside down – Volleys the right way up. On the word go players turn the cone markers to their way i.e. a Volley or a Dig. On the command STOP! Count how many are now Volleys and how many Digs
9. Tennis Ball Move: Each person places a cone marker on the floor with a tennis ball on top. Add a few extras and 4 or 5 extra cones with no ball on top. On the word go players move a tennis ball from one cone marker to an empty marker. How many can you move in the time?

Whole class tag games

2/3/4 Children are nominated 'Taggers' who chase other members of the class and try to tag them. When tagged they have to be released to become active again.

(ENSURE BOUNDARIES ARE SET FOR SAFETY)

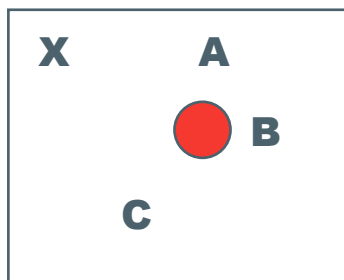
10. Bounce Tag – bounce up and down when tagged – partner bounces 3 times in front of you to release you.
11. Star Tag – as above but with star jumps.
12. Scare Crows – stand like a scare crow on one leg, arms out – partner goes under arms to release.
13. Stuck in the Mud – on all fours when tagged – partner goes under body to release.
14. Wizards and Rocks – wizards chase – become rock when tagged – partner runs around rock twice to release or jumps over 'the rock'
15. Storks and Kangaroos – Storks (taggers) hop on 1 foot to tag Kangaroos who hop on 2 feet – when tagged kangaroos become storks – last free person is the winner.
16. Chain Tag – one person chases – tags person who then holds hands to continue chase – 3 hold hands – when 4 they become 2 pairs – last free person is the winner.

Pairs without a ball

17. Sumo Tag – face partner try to touch partner's ankles to score a point.
18. Mirrors – opposite partner – mirror your actions e.g. you move forwards-right hand in the air – partner moves forward-left hand in the air.
19. Opposites – similar to mirrors but if you go left, partner goes right.
20. Get to the Cone - 2 cones 5m apart. 2 people. Face your partner in-between cones. You have to get to either one of the cones before he/she does. You can use dummy steps to wrong foot your partner. Take in turns to lead.

Groups with a ball

21. Corner Ball



In a grid – A,B,C pass the ball to each other they aim to touch X with the ball – A,B,C cannot move when they have the ball.

COOL-DOWN ACTIVITIES

Red

1. Spaghetti Moves

Children move around the gym and gently jiggle their head, shoulders, arms, hips and legs like cooked spaghetti.

2. Rise and Shine

The group lie down for 30 seconds and then imagine they are waking up and getting out of bed. Slowly stretching their arms, legs, etc and get up to start the day.

3. Stork Balance

The group stand on one leg like a stork, with a beanbag on the floor beside them. They reach their other leg and try and get their foot to touch the beanbag before going back to the stork position. Try and do this without losing balance and without putting any weight on the beanbag.

4. Equipment Clean-Up Tag

Identify 2 or 3 children as “taggers” who can only tag others below the waist. The other children each hold equipment (hoop, ball, etc.). At the first sound of the whistle, children run around the playing area away from the taggers. When tagged, the child has to put away their equipment safely and so forth until all the equipment is put away.

5. Slow Leak

Children stand, arms circled over their heads, pretending to be a great big balloon. They pretend there is a hole in the balloon and the air is slowly leaking out and move slowly downward to the floor, until the balloon has no more air.

Amber

6. Pass the Parcel

In a circle, children pass around beanbags/small balls in a given direction within their circle. Use from two to eight beanbags/small balls at a time and spread out evenly around the circle. Avoid being caught with two beanbags/small balls at the same time.

7. Calf Stretch

In pairs one person lies face down with knees bent 90 degrees. His/her partner holds their feet and jiggles them from side to side, relaxing the calves.

8. Pass the Squeeze

Group forms a circle holding hands with left hands turned upwards and right hands turned downwards to make a chain linking hands. They close their eyes breathing deeply and gently for at least five deep breaths. You tap the shoulder one child who squeezes their left hand, children pass on the squeeze until it goes all around the circle. The children open their eyes.

9. Instant Replay

You perform an exercise or a stretch. The children watch, and when you change to a second move, they perform the first one. When you change to a third exercise or stretch, they perform the second one, and so on.

10. Cross the Circle

Everyone is numbered around the circle as 1,2,3. When you call their number, everyone must cross the circle in role as a ballerina, a panther, a moonwalker, someone who's stuck in the mud, a fashion model...whatever you can think

Green

11. Detective Inspector

Standing in a circle, one child is the leader. The leader's role is to change the movements that everyone else has to copy. One child is the detective the detective has three guesses to decide who the leader is.

12. Bandage Tag

Walking, children tag each other by light contact on different body parts, e.g. arm, leg ankle, elbow, back, knee. Where you are tagged is your injury/bandage. If you are tagged you continue walking around but hold the place where you were last tagged with a hand. Everyone is a tagger.

13. Shoe Pass

The group sit in a circle with their left shoes in their right hands. Start in a crunch position, knees bent, feet on the floor. Give the following challenges:

- Tap the shoe on the floor next to your right foot
- Lie down and tap the shoe on the floor over your head
- Curl up and tap your shoe by the right foot again
- Move the shoe to your left hand. Tap next to the left foot
- Lie down and tap on the floor over your head
- Curl up and tap your shoe by the left foot again
- Pass the shoe under your legs to the child on the right
- Repeat until you get the shoe back

14. Frozen Bean Bags

The group move around the gym with a bean-bag on their head. They are not allowed to touch the bean bag with their hands. If the bean bag falls off, the child must stay in that position until someone else comes to help by picking up the beanbag and placing it on their teammates head. Teams can also be created, children with the same coloured bean bags can only help their teammates.

15. Creep up!

Children (the creepers) stand at one end of an area, whilst the person being crept up on is at the other end with their back to the children /creepers. Children bounce or roll their ball whilst creeping up and try to touch a spot/s or cone/s that is placed near to or around the person being crept up on. The person being crept up on turns around to try and catch the children/creepers out- e.g. those who are moving or who are not in control of their ball.

Gold

16. Squeeze and Relax

Children take in a deep breath and squeeze all the muscles in their body. They breathe out and relax all the muscles in their body and feel all the tension melting away. Try going round the body and squeezing each limb separately. Ask the children to:

- Squeeze their face into a tight ball and release
- Pull their shoulders up and release
- Pull their tummy in and release
- Squeeze their arms against their body and release
- Squeeze their legs together and release
- Squeeze their toes together and release

17. April Showers

The group lie down on their backs with their hands by their sides.

- Ask them to drum their heels on the floor to imitate light to medium to heavy rain and thunderstorm then back to a medium and light rain.
- Repeat using cupped hands on the thighs for from light to heavy rain back to light rain.
- Finish with silence with a focus on progressively slowing down the breathing and relaxing the body.

18. Stretching Circuit

Create stations and post a card at each one with the name and picture of a muscle and a description of how to stretch it.

- Children perform the movement on the card.
- Rotate every 30 seconds.
- Remind them to breathe deeply into the stretch and maintain the position for 20 seconds
- This is a great way to teach the names of muscles and how to stretch them

19. Muscle Mix

In pairs. Call out various strengthening or stretching exercises. Strengthening: "Bicep curls, quadriceps squats, calf raise, shoulder press" etc. Stretching: neck, shoulders. Each pair performs the movements together. When you call out, "Muscle mix," the partners split and form new pairs. When the pairs change again, a new leader calls out the moves.

20. Balancing Poses

Have children do the following poses. Ask them to make up their own.

- a. Standing pose: bend upper body, reach for the toes, and sway arms like a jellyfish.
- b. Angry Cat pose: on hands and knees, children round out their back, tuck chin into chest and breathe.
- c. Happy Cat pose: on hands and knees, look up, arch back, and open chest
- d. Chair Pose: stand tall with feet hip-width apart, bend knees, and hop like a kangaroo
- e. Boat Pose: balance on your buttocks with your legs up. Then rock in the water like a boat.
- f. Bow Pose: lie on tummy, bend knees, lift chest, reach arms back towards toes, and hold onto feet.
- g. Bridge pose: Lie on back with knees bent and feet flat on the ground. Rest arms down alongside the body, tuck chin towards chest, and lift up buttocks and back to create a bridge.
- h. Tree pose: Stand on one leg, bend knee, place the sole of foot on inner thigh, and balance. Sway like a tree
- i. Eagle pose: Stand tall, wrap one leg around the other, bring your bent arms out in front of you, wrap your arms together the opposite way, and slightly bend your knees. Perch on a tree like an eagle.
- j. Child's pose: Sit on heels, slowly bring forehead down to rest in front of your knees, rest your arms down alongside your body, and take a few deep breaths
- k. Resting pose or do nothing pose: Lie on back with arms and legs stretched out. Breathe and rest.

This section is a step by step guide to organising a Volley2s Festival including tips and ideas to consider before, during and after the event.

04 Competition

Organising a Volley2s Festival

COSTINGS

EQUIPMENT

- You will basically need a net and a ball as a minimum
- The weight of the ball is very important when young children are involved. The SKV5 is recommended

HALL HIRE

- Calculate the cost of the facilities. Remember to factor in set up and take-down time
- Book the hall

HOW MUCH DO WE CHARGE

- Calculate how many children you expect to attend and then divide hall costs and some equipment e.g £50 costs - 10 children = £5 each
- Remember equipment costs are front loaded so if you can spread these over several Festivals this will help.

IN PLACE BEFORE YOU START

EQUIPMENT

- Risk Assessment
- DBS
- Helpers - Make sure if you are the main organiser you aren't assigned a specific job. You need to be free to answer questions and check everything is working

INVITATIONS/ENTRIES

EQUIPMENT

- Send out invitations to your clubs
- Local schools may be interested particularly if your Festival is aimed at years 3/4
- Involve Young Leaders from clubs
- Involve young leaders from secondary schools. This may be a good opportunity for them to stage and organise an event
- Remember to confirm entries to the Festival

REMEMBER TO BRING - SETTING UP

- Nets and posts
- Balls
- First Aid Kit
- Table for administration
- Whistles/Squistles
- Scoreboards
- Various playing orders (see playing orders)
- Stopwatch/Timer
- Clipboards
- Pens/Pencils
- Confirm Letters (Spares) for registering
- Photo permission/registers/stickers
- Container for entry fees
- Camera

REGISTRATION

- Register every player
- Check the coach/teacher has emergency contact numbers
- Medical concerns
- Photograph consent

ARRIVAL OF TEAMS

- Welcome and find out how many teams are taking part
- Designate an area where bags/drinks can be left
- Give a brief overview of the day to the coach/teacher
- Ask the coach/teacher to sign in at the desk
- Informal warm-up whilst organisers continue setting up
- Designate leaders to each court

WARM UP

- See (Warm Up Activities)
- Involve Young Leaders leading
- Involve the players in developing a warm-up
- Avoid static warm-ups
- Please note the suggested warm-up focus on movement and basic ball skills

PLAYING ORDERS

- Ask players to sit down in their teams. This will enable you to know how many teams are playing.
- Explain the format of the Festival
- You will need to be aware of the players ability and experience in case you need to ability group
- Players then informally warm-up allowing organisers to work out playing orders

PLAYING THE GAME

- Once you have worked out the number of teams, times and courts you can organise the matches (see Organising Matches page 94)
- Ensure each team knows its name e.g Team 1 or Team A, etc. This will make it easier when assigning courts throughout the Festival

HOW CAN YOU CHALLENGE?

- How many in a set period of time?
- How many in a row?
- How many out of 10?

**ASK DONT TELL
(Good questions to ask)**

- How, Why, When, Who, What, Where?
- What are you trying to do?
- Is it working - Why? Why not?
- How can you challenge yourself more?
- Show me

AT THE END OF EACH MATCH

- Thank your opponents
- Thank the Officials

AT THE END OF THE FESTIVAL

- Review 3 goods and 1 to work on
- Players thank their coach/teacher and parents
- Players thank the Organisers

CHALLENGING ACTIVITIES

- After playing for approximately 20 minutes the players can challenge themselves (use an appropriate Development Activities card)
- The activities will either reinforce skills learned for this stage i.e Red, Amber, Green or Gold or enable the players to try a skill in preparation for the next stage

FORMAT

- Formal warm-up
- Players told where they are playing
- Game
- Challenges
- Game
- Next step challenges
- Cool down
- Review - thanks - dismiss

OFFICIATING

- Each pair has a captain who will help keep the score
- In the event of no Young Officials teams will self officiate
- If there are sufficient teams to have officials they can use the following signals



ORGANISING MATCHES

YOU WILL NEED TO KNOW...

- How many teams are taking part
- Total time available for the matches
- How many courts are available

HOW LONG ARE MATCHES

- Keep matches to between 5-8 minutes
- Allow change over time - 2-5 minutes for thanking your opponents, drinks/toilet break and advice and encouragement

A simple way to play when you have enough courts for everyone to be playing at once

WITH AN EVEN NUMBER OF TEAMS

Team 1 always stays where they are. All other teams rotate clockwise one place, play then rotate again. The example below gives 9 rounds of matches

10 Teams - 5 Courts - 9 Rounds					
1	2	3	4	5	
10	9	8	7	6	

Remember

- Every team DOESN'T have to play every team
- Don't panic if you haven't played all the proposed matches and you are running out of time
- Less quantity can mean more quality

WITH AN ODD NUMBER OF TEAMS

One team (11) starts off. After each round one team rotates off (Team 10 next time) and a team returns, play, then rotates clockwise again. The example below gives 11 rounds of matches.

11 Teams - 5 Courts - 11 Rounds					
11	1	2	3	4	5
	10	9	8	7	6

Remember

- The aim is that everyone plays at their level which may involve different matches on different courts. Below are a few match orders to help.
- If you have 8 or more teams combine the playing orders e.g. 8 teams is two groups of 4 teams

4 Teams - 2 Courts - 3 Rounds

COURT 1				COURT 2		
1	v	2		3	v	4
1	v	3		2	v	4
1	v	4		2	v	3

5 Teams - 2 Courts - 5 Rounds

COURT 1				COURT 2		
1	v	3		2	v	4
1	v	5		2	v	3
4	v	5		1	v	2
3	v	4		2	v	5
1	v	4		3	v	5

6 Teams - 3 Courts - 5 Rounds

COURT 1				COURT 2				COURT 3		
3	v	4		2	v	5		1	v	6
2	v	3		1	v	4		5	v	6
1	v	2		3	v	5		6	v	4
4	v	5		6	v	2		3	v	1
3	v	6		5	v	1		4	v	2

7 Teams - 2 Courts - 11 Rounds

COURT 1				COURT 2		
3	v	4		2	v	5
1	v	6		7	v	5
1	v	4		2	v	3
1	v	2		7	v	3
6	v	4		5	v	3
6	v	2		7	v	1
6	v	7		5	v	1
4	v	2		5	v	6
4	v	7		3	v	1
4	v	5		3	v	6
2	v	7				

6 Teams - 2 Courts - 8 Rounds

COURT 1				COURT 2		
1	v	3		2	v	6
4	v	5		1	v	2
3	v	5		4	v	6
2	v	5		1	v	6
3	v	4		1	v	5
2	v	4		3	v	6
1	v	4		2	v	3
5	v	6				

7 Teams - 3 Courts - 7 Rounds

COURT 1				COURT 2				COURT 3		
3	v	4		2	v	5		1	v	6
2	v	3		1	v	4		7	v	5
1	v	2		7	v	3		6	v	4
7	v	1		6	v	2		5	v	3
6	v	7		5	v	1		4	v	2
5	v	6		4	v	7		3	v	1
4	v	5		3	v	6		2	v	7

If you want to record scores please use this table.

Remember the ethos of the Festival is 'learning through play'. Therefore the purpose of recording scores is to enable you to group teams to give the best experience for all players not to publicise results.

	1	2	3	4	5	6	7	WIN	LOSE	DRAW	PTS	POS
1												
2												
3												
4												
5												
6												
7												

This section outlines the key points
for all the technical, tactical, skills and
concepts needed in Volley2s.

05 Technical Information

Volleyball Fundamentals Framework

As with all net/wall games in volleyball you can't travel with the ball. The key to playing the ball successfully is being in the right place at the right time. Much of the teaching and coaching at Volley2s should be aimed at helping the players be in the best position to play the ball. The players need to:

Be Ready for Action

Being Ready for Action can be described as the best starting posture for a player for the quickest reaction to get to the ball and the starting place on court which gives the player the best chance of getting to any ball which might fall in their area of responsibility.

Being in the Right Place at the Right Time

Players need to be able to anticipate and judge the flight of the ball and recognise when you are playing the ball to your team mate, it gets to its highest point "peak" so they can track it accurately and know where to move to play the ball. In Volley2s we encourage a ball trajectory like the path of a rainbow, to give the players time to move into position to play the ball.

To Control the Ball

Players need to arrive where they are going to play the ball in a balanced and controlled state before the ball arrives. With Volley2s we don't over emphasise the actual hand/ball contact but focus on the contact point in relation to the player's body for example above and in-front of the forehead for the volley, level with their tummy button for the dig. Encourage the players to be very still before they play the ball.

Finish, Link and Reset

Players should take their time to finish each shot intentionally. After playing the ball the players get ready for the next action.



The volleyball fundamentals are common characteristics of every volleyball skill. The technical cards show how the fundamentals relate to each volleyball skill, and the main teaching points for each skill.

The technical cards are a hands-on reference for teachers and coaches who are not familiar with volleyball. They help set out what children should be aiming to achieve in order to be successful.

The cards are intended to be copied and shared with the children. They are 'good' examples of work to give to children to 'look' at to provide inspiration for their own work. The images show 'What a Good One Looks Like'.

The technical cards are ideal for peer and self-assessment, using the teaching points as success criteria.

Encouraging children to assess each other and themselves helps them to take greater responsibility for their learning.

TECHNICAL CARDS

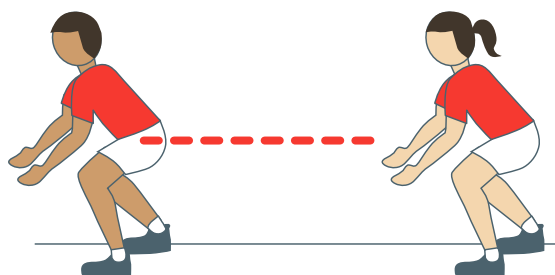
CARD 1: READY FOR ACTION

- Feet shoulder width apart and parallel
- Knees bent – knees in-front of toes
- Shoulders in front of knees
- Hands and arms out and ready



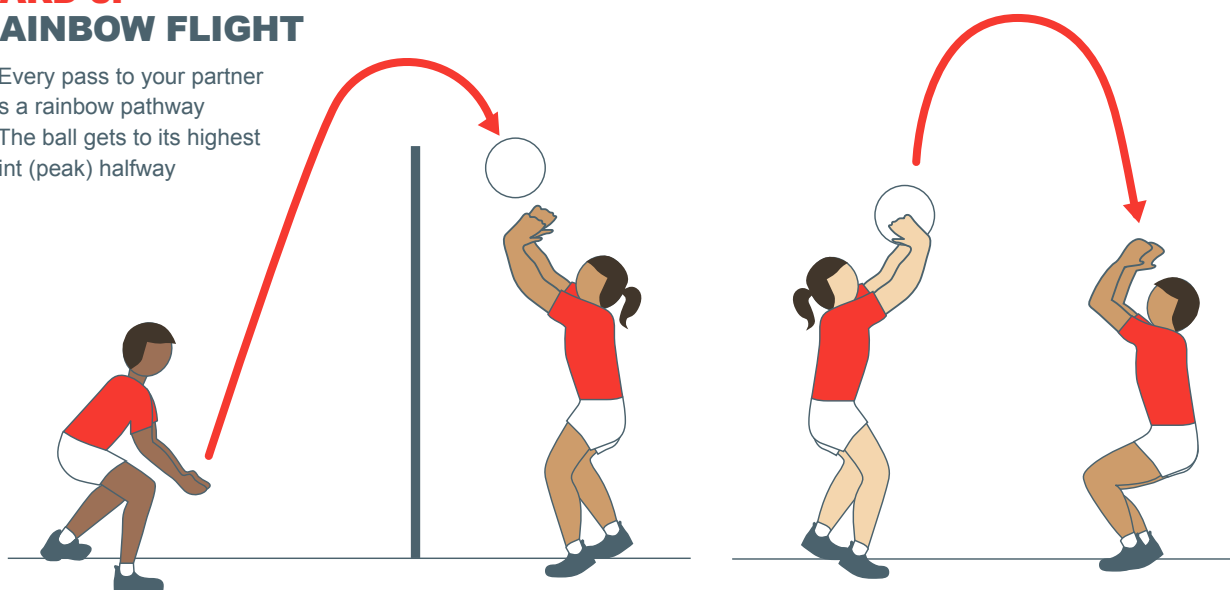
CARD 2: MOVING SMOOTHLY

- Start and stay in the Ready for Action position
- Keep eyes and hips level when you move - try not to bob up and down
- Arrive at the point where the ball will be played early so that you are still and balanced and ready to play the ball
- Remember: Move - Still - Play



CARD 3: RAINBOW FLIGHT

- Every pass to your partner has a rainbow pathway
- The ball gets to its highest point (peak) halfway

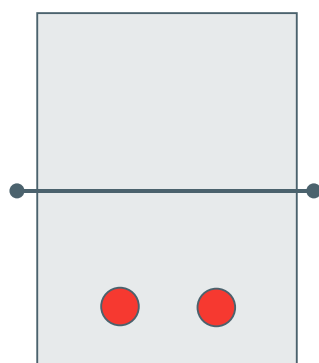


CARD 4: BASE POSITION

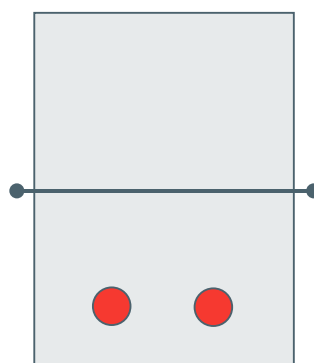
Red/Amber/Green

Gold

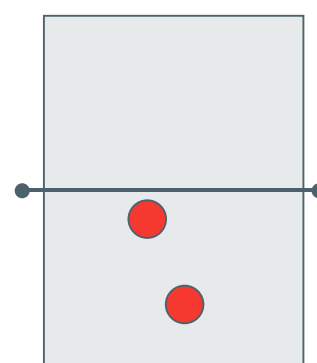
Gold



Receiving serve during the rally



Receiving serve during the rally - no block



During the rally - with a block

CARD 5: SERVE

Ready for Action

- Stand sideways left foot forward for right handers/right foot forward for left handers – point the big toe of your front foot in the direction you want to serve
- Create a fist by clenching your hand and keeping your fingers flat

Right Place Right Time

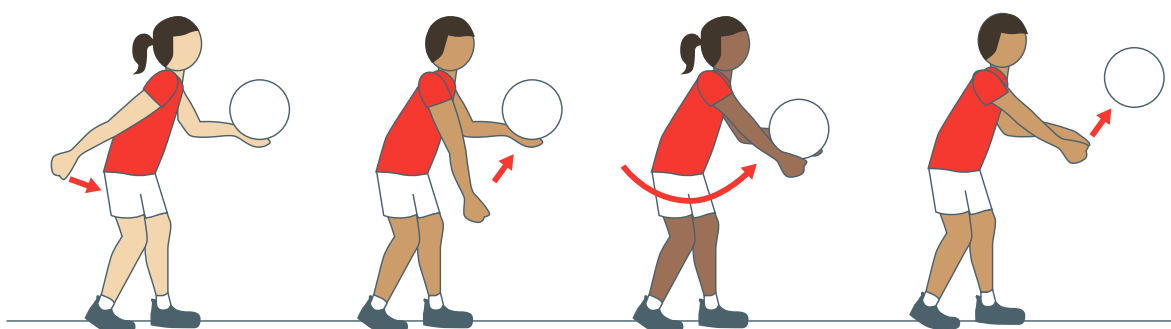
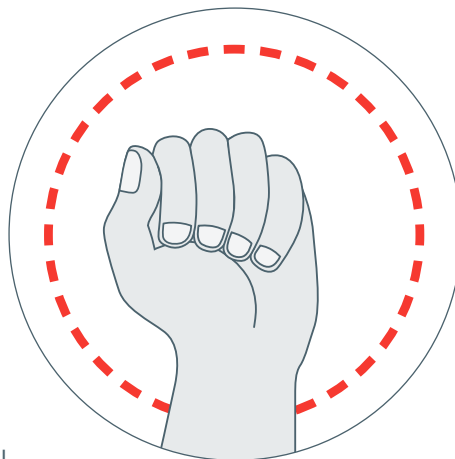
- Hold the ball in-front of you in an open hand
- Keep your arm straight, swing your arm forwards to point in the direction you want to send the ball

Ball Contact

- Contact underneath the ball with your hand

Finish Link and Reset

- As you strike the ball, move forwards in the direction you want to send the ball



CARD 6: DIG

Ready for Action

- Start Ready for Action

Right Place Right time

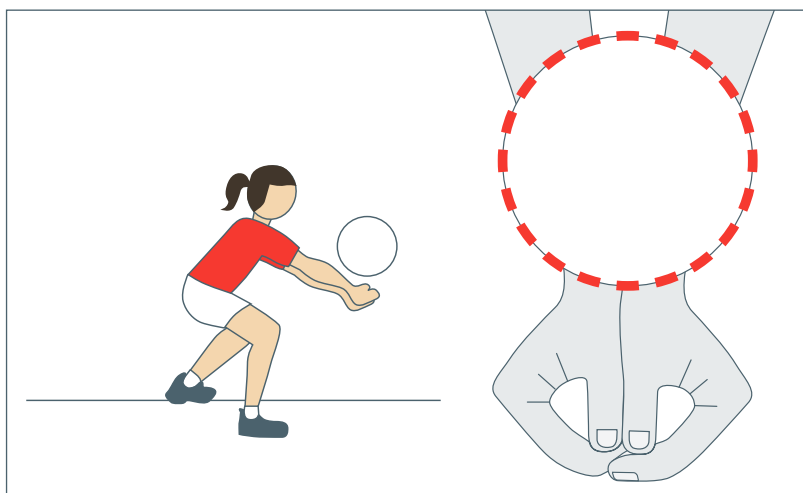
- Keep facing the direction the ball comes from
- Move quickly to get to the point of contact with the ball before it arrives
- Bend your knees and keep your feet still and balanced before you contact the ball

Ball Contact

- Fully extended and straighten your arms, heels of the hands together to make a platform
- Contact the ball between wrist and elbow
- Keep your arms still, don't swing them
- Push from the floor, extend your knees slightly, to play the ball
- Keep your shoulders slightly forwards

Finish, Link and Reset

- Play the ball and follow through with your whole body
- Send the ball with a rainbow flight



CARD 7: VOLLEY

Ready for Action

- Be in the Ready for Action position

Right time Right place

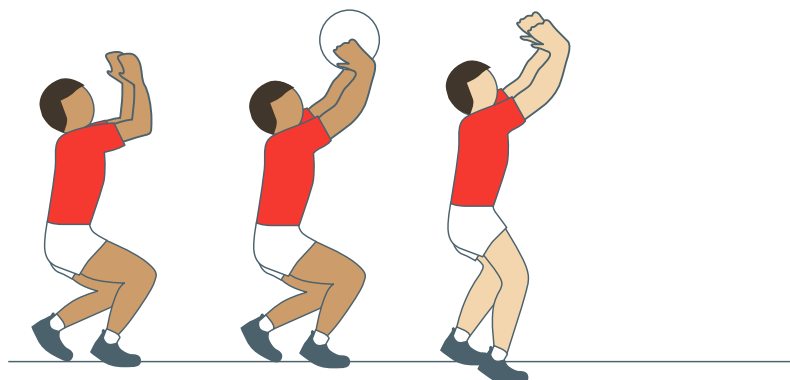
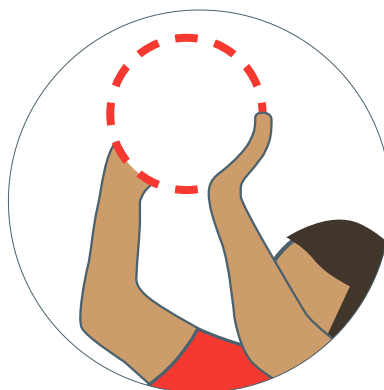
- Move quickly to get to the ball
- Place your hands above your head as soon as possible
- Bend your knees and keep your feet still and balanced before you contact the ball

Ball Contact

- Form the shape of the ball with your hands
- Play the ball above and in front of your forehead
- Push from the floor, through your legs and body to send the ball up
- Face your shoulders in the direction you want to send the ball

Finish, Link and Reset

- Push and follow through upwards to send the ball with a rainbow flight



CARD 8: SELF-FEED VOLLEY

Ready for Action

- Hold underneath the ball with two hands
- Feed the ball above head height to yourself

Right time Right place

- Place your hands above head as soon as possible
- Keep your knees bent and your feet still and balanced

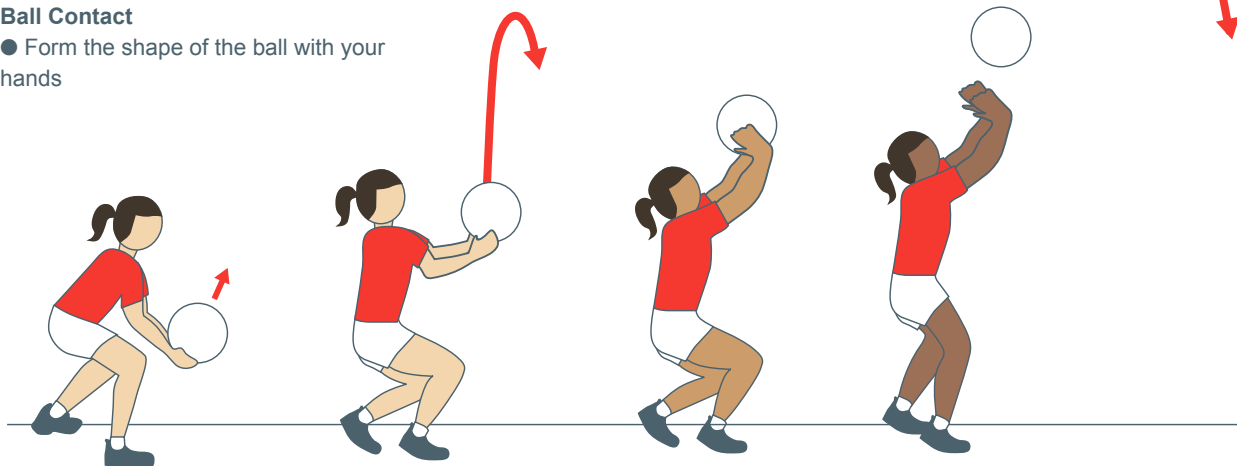
Ball Contact

- Form the shape of the ball with your hands

- Play the ball above and in front of your forehead
- Push from the floor, through your legs and body to send the ball up
- Face your shoulders in the direction you want to send the ball

Finish, Link and Reset

- Push and follow through upwards to send the ball with a rainbow flight



CARD 9: SPIKE

Ready for Action

- Keep the ball between you and the net
- Face towards the Setter

Right Place Right Time

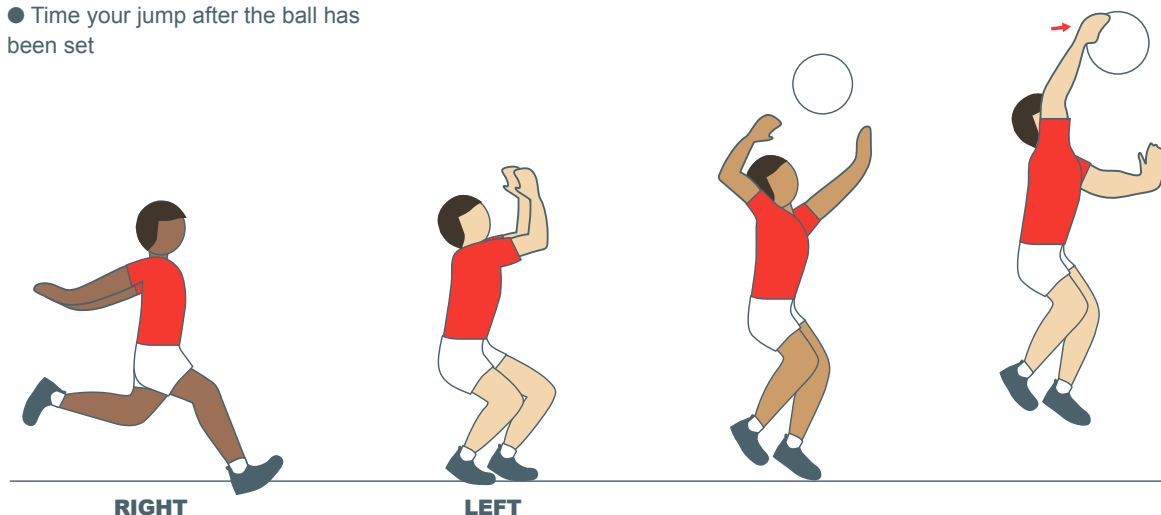
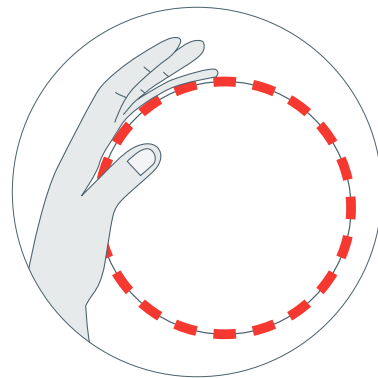
- Jump off two feet, with the left foot slightly in front (for right handers)
- Take both hands up as you jump, to gain height
- Time your jump after the ball has been set

Ball Contact

- Aim to play the ball in front of your body at the top of your reach
- Use a full open hand to hit the ball
- Your hand contacts the top of the ball

Finish, Link and Reset

- Land balanced on two feet on your side of the net



CARD 10: TIP

Ready for Action

- Keep the ball between you and the net
- Face towards the Setter

Right Place Right Time

- Jump off two feet, with the left foot slightly in front (for right handers)
- Take both hands up as you jump, to gain height
- Time your jump after the ball has been set

Ball Contact

- Aim to contact the ball in front of your body at the top of your reach
- Contact under the ball
- Use your fingers to push the ball

Finish, Link and Reset

- Land balanced on two feet on your side of the net



CARD 11: BLOCK

Ready for Action

- Face the net, knees bent – hands up

Right Place Right Time

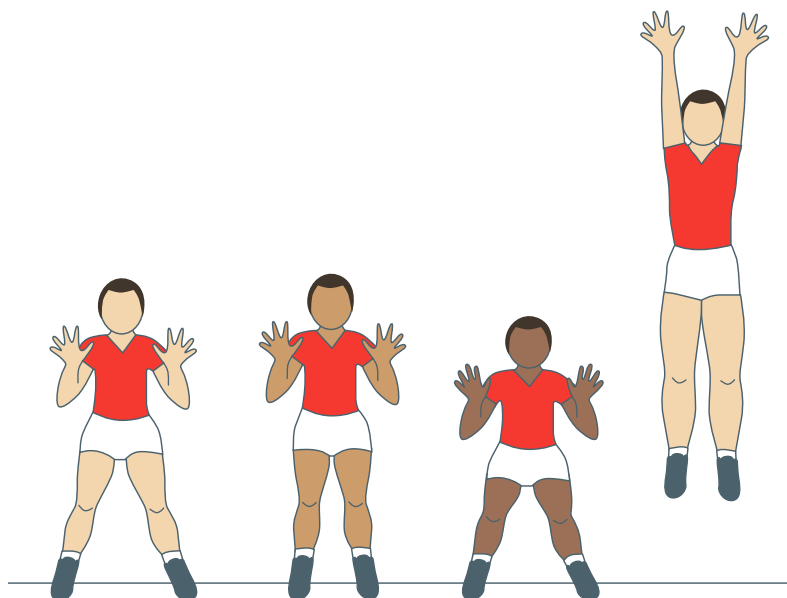
- Side-step to be in line with the Spiker
- Jump off two feet
- Time your jump around the same time as the Spiker

Ball Contact

- Stretch your arms up and reach your hands over the net
- Keep your fingers spread and your hands relaxed

Finish Link and Reset

- After contact draw arms in
- Land on two feet



Ace	A serve that scores a point without the receiving team being able play the ball.
Attacker	The player playing the ball over the net.
Backcourt	The area from the end-line to the attack line.
Ball flight	The path the ball takes in flight from sender to receiver.
Base position	The best starting position on the court for a player to be for each phase of play.
Base line	The back line of the court.
Block	A play by one or more front row players meant to deflect a spiked ball back to the Attacker's court.
Cool-down	A series of low-impact or slower exercises following vigorous activity to allow body and mind to gradually return to normal levels.
Contacts	Touches of the ball.
Defenders	The team without possession of the ball.
Differentiation	Differentiation is the process by which teachers/coaches adapt, modify, or change their teaching/coaching styles and methods in order to meet the needs of all players (also see STEP).
Dig	Passing the ball with arms straight and together playing the ball on the forearms. Also known as a forearm pass or underhand pass.
Fundamental Movement Skills	Movement patterns that involve various body parts and provide the basis of physical literacy. Fundamental movement skills are the foundational movements, or precursor patterns, to the more specialised and complex skills used in play, games and specific sports.
Motor Skills	Learned abilities to cause a predetermined movement outcome with maximum certainty.
Net touch	When a player touches the net. This is a fault and the point, and the serve are awarded to the opposition.
Non-Receiver	The player in the team who doesn't play the first ball from the opposition.
Passer	The player who receives/plays the serve from the opposition.
Peak	The highest point of the ball flight from sender to receiver.
Rainbow Flight	The trajectory of the ball flight resembling the arc of a rainbow.
Rally	The number of touches between the teams from serve to conclusion of the point.
Ready for Action	The posture of the player ready to play the ball.
Receiver	The player who receives/plays the ball directly from the opposition.
Rotation	The clockwise movement of players around the court and through the serving position following a side out.
Self-feed Volley	When a player catches the ball and then tosses the ball to themselves before volleying.
SEND	Special Educational Needs and Disability.
Serve	Playing the ball over the net into the opposition's court to start the point.
Set	The tactical skill in which a ball is directed to a point where a player can attack by playing the ball into the opponent's court.
Setter	The player who has the second of three contacts of the ball who "sets" the ball with a "Volley Pass" for a teammate to play the ball over the net
Setting	Playing the ball high (usually with a volley) for an attacker to play the ball over the net
Side-out	A loss in the point that causes a change in serve.
Social skills	Interactions and communications with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways. Examples are: Sharing, Cooperating, Listening, Following Directions, Respecting self and others, Making Eye Contact, Using Manners
Spike	Forcefully hitting the ball with an open hand downwards over the net. Sometimes called a Hit or Smash.
Stable Trajectory	The pass has a smooth trajectory as a result of a stable body position of the player on contact with the ball
STEP	A method to differentiate activities for individuals and/or groups to help them to be challenged at their level within the activity. This is achieved by altering Space, Task, Equipment or People involved
Switching	Players change positions.
Tip	Attacker reaches and uses the finger-tips of one hand to play the ball over the net.
Volley	Playing the ball above head height with two hands.
Warm-up	Activities that prepare a player's body and mind ready for action in matches/practices



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