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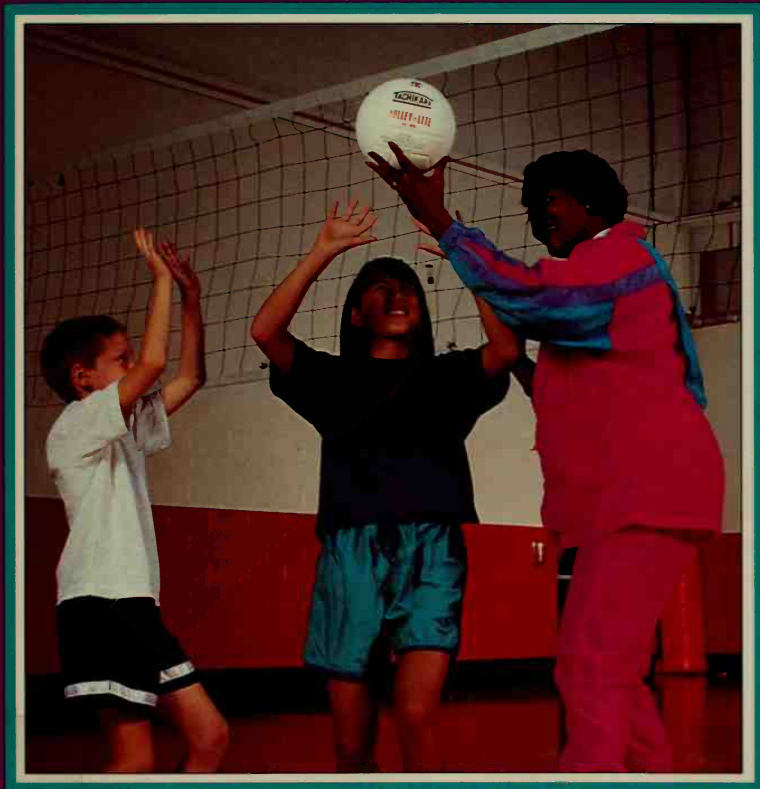
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ROOKIE COACHES VOLLEYBALL

GUIDE

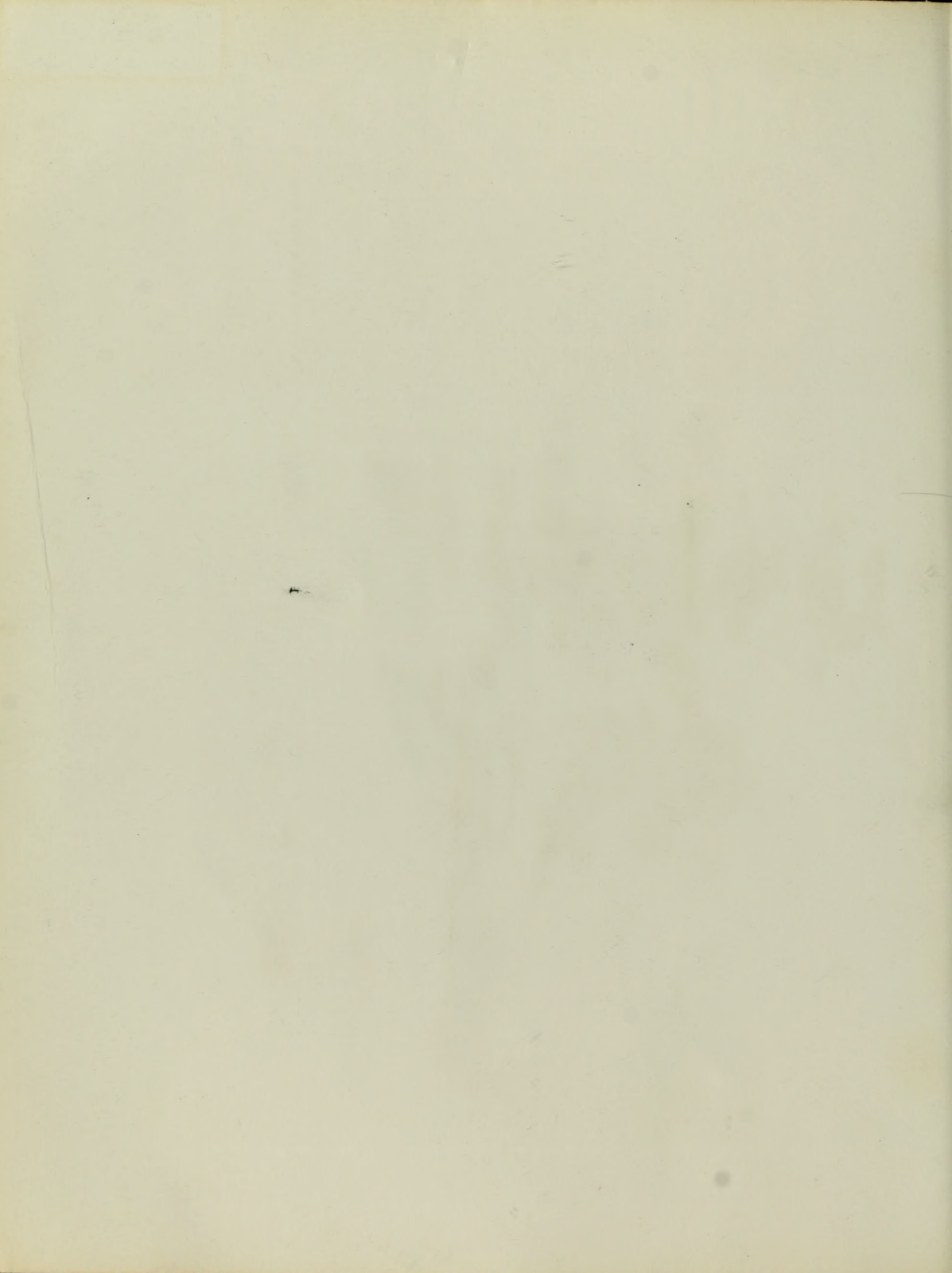


in cooperation with the
United States Volleyball Association



American Sport Education Program

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A Message From the United States Volleyball Association

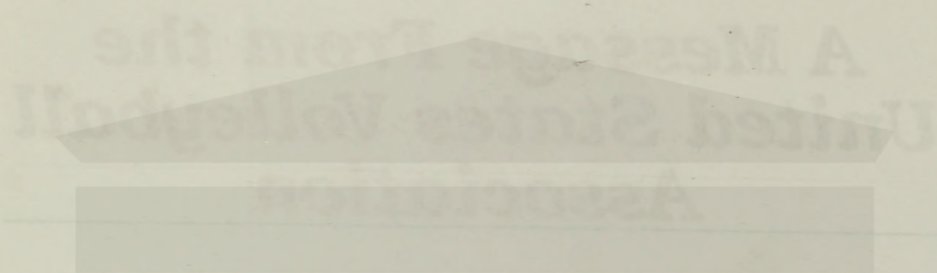


The United States Volleyball Association (USVBA), the national governing body of a sport with 46 million participants in the U.S., is developing volleyball through effective and inspirational coaching.

The USVBA has the perfect network to make an impact on America's volleyball players and coaches. In 1988, we introduced the Coaching Accreditation Program (CAP) to help foster consistency in coaching techniques. CAP promotes the principles utilized by the most effective coaches in the world.

The program's five-level format allows coaches to continually develop their talents as they progress through each course.

The USVBA is committed to excellence in coaching publications such as the American Sport Education Program's *Rookie Coaches Volleyball Guide*. This resource strengthens the commitment you have made to expand your coaching knowledge. We commend every reader of this book for caring to learn and for the dedication you possess to become a better coach. The USVBA and ASEP will continue to help you learn all you can about this great game!



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Welcome to Coaching!



Coaching young people is an exciting way to be involved in sport.

But it isn't easy. Some coaches are overwhelmed by the responsibilities involved in helping athletes through their early sport experiences. And that's not surprising, because coaching youngsters requires a lot more than just bringing the volleyballs and equipment to the courts and letting them play. It involves preparing them physically and mentally to compete effectively, fairly, and safely in their sport, and providing them with a positive role model.

This book will help you meet the challenges and experience the many rewards of coaching young athletes. We call it the *Rookie Coaches Volleyball Guide* because it is intended for adults with little or no formal preparation in coaching volleyball. In this book you'll learn how to apply general coaching principles and teach volleyball rules, skills, and strategies successfully to kids.

The American Sport Education Program (ASEP, formerly the American Coaching Effectiveness Program, or ACEP) thanks Jack Coberly for providing his considerable expertise to the second half of this book. Jack is one of the preeminent youth volleyball coaches and coach educators in the United States. We also thank the United States Volleyball Association for working in cooperation with ASEP on this book.

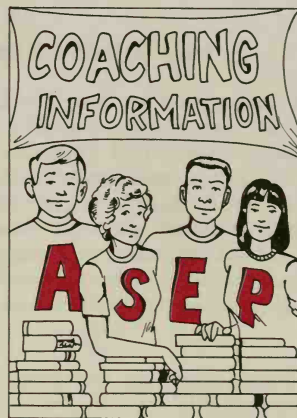
In the *Rookie Coaches Volleyball Guide*, coaches will learn how to teach the sport to

young, developing players and how to make the learning process fun for kids. Combined with ASEP's information on the important principles of coaching (Units 1-5), this *Rookie Coaches Guide* is the best single resource available for youth volleyball coaches.

This book also serves as a text for ASEP's Rookie Coaches Course. If you would like more information about this course or ASEP, please contact us at

ASEP
P.O. Box 5076
Champaign, IL 61825-5076
1-800-747-5698

Good coaching!



Welcome to Coaching!

Some developmental activities...
 the learning experience for both. Can-
 based with 100% participation in the
 parent effort. We are committed to the
 the health and safety of our athletes.
 resources available for youth volleyball
 coaches.

The book contains a wealth of information
 Volleyball Coaches' Journal. It would be
 more informative on what the coach is
 doing. Please contact us at

1-800-747-2000
 1-800-747-2000
 1-800-747-2000
 1-800-747-2000



But it isn't easy. Some coaches are over-
 whelmed by the responsibilities placed on
 young athletes through their own volun-
 tary efforts. And that's not surprising for
 those coaches who have never before
 been put in charge of volleyball and
 equipment in the courts and locker rooms.
 They are preparing their own materials
 and usually in complete isolation. They
 are ready to start, but need help from
 with a positive result.


The book will help you meet the challenges
 and overcome the many rewards of coach-
 ing young athletes. We call it the book
 Coaches' Volleyball Guide because it is de-
 signed for coaches who take an interest
 preparation in coaching volleyball. It
 book your own volleyball program. Learn
 and progress and learn volleyball rules,
 skills and strategies successfully to help.

The American Volleyball Coaches' Association
 (AVCA) formerly the American Coaching
 Education Program (ACEP) is proud to
 Jack Coakley for authoring his consider-
 able expertise in the second half of this
 book. Jack is one of the prominent youth
 volleyball coaches and teachers in the
 United States. We welcome the United
 States Volleyball Association for releasing
 in cooperation with ACEP on this book.
 in the book Coaches' Volleyball Guide.
 coaches will learn how to teach the sport



UNIT
1

Who, Me . . . a Coach?



If you're like most youth league coaches, you were probably recruited from the ranks of concerned parents, sport enthusiasts, or community volunteers. And, like many rookie *and* veteran coaches, you probably have had little formal instruction on how to coach. But when the call went out for coaches to assist with the local youth volleyball program, you answered because you like children, enjoy volleyball, are community-minded, or perhaps are interested in starting a coaching career.

I Want to Help, But . . .

Your initial coaching assignment may be difficult. Like many volunteers, you may not know everything there is to know about volleyball, or about how to work with children between the ages of 7 and 14. Relax. This *Rookie Coaches Volleyball Guide* will help you learn the basics of coaching volleyball effectively. In the coming pages you will find the answers to such common questions as these:

- What tools do I need to be a good coach?

- How can I best communicate with my players?
- How do I go about teaching sport skills?
- What can I do to promote safety?
- What actions do I take when someone is injured?
- What are the basic rules for youth volleyball?
- How do I teach the skills and strategies of volleyball?
- What practice drills will improve my players' volleyball skills?

Before we answer these questions, let's take a look at what's involved in being a coach.

Am I a Parent or a Coach?

Many coaches are parents, but the two roles should not be confused. As a parent you are responsible only to yourself and your child; as a coach you are responsible to the organization and to all the players on the team (including your child) and their parents.

Because of these additional responsibilities, your behavior on the volleyball court will be different than it is at home, and your son or daughter may not understand why. Take these steps to avoid problems when coaching your child:

- Ask your child if she or he wants you to coach the team.



- Explain why you wish to be involved with the team.
- Discuss with your child your new responsibilities and how they will affect your relationship when coaching.
- Limit your "coach" behavior to those times when you are in a coaching role.
- Avoid parenting during practice or game situations to keep your role clear in your child's mind.
- Reaffirm your love for your child irrespective of his or her performance on the volleyball court.

What Are My Coaching Responsibilities?

A coach assumes the responsibility of doing everything possible to ensure that the youngsters on his or her team will have an enjoyable and safe sporting experience while they learn sport skills. If you're ever in doubt about your approach, remind yourself that "fun and fundamentals" are most important.

Provide an Enjoyable Experience

Volleyball should be fun. Even if nothing else is accomplished, make certain your players have fun. Take the fun out of volleyball and you'll take the kids out of the sport.

Children enter sport for a number of reasons (e.g., to meet and play with other children, to develop physically, to learn skills), but their major objective is to have fun. Help them satisfy this goal by injecting humor and variety into your practices. Also, make games nonthreatening, festive experiences for your players. Such an approach will increase their desire to participate in the future. Kids who have fun continue to participate much longer than kids who don't share in this positive experience.

Unit 2 will help you learn how to satisfy your players' yearning for fun and keep winning in perspective. And Unit 3 will describe how to communicate this perspective effectively to them.

Provide a Safe Experience

If one thing keeps kids out of volleyball, it's the belief that volleyball is only for older,



more mature athletes. “Kids can’t hit a ball over that high net” is a common excuse for introducing volleyball only after kids have reached their teens. But volleyball can be scaled down to be the perfect game for kids. Children and their parents should be reassured by you and your league that you can make youth volleyball participation fun and safe, even for 7-year-olds.

To ensure safety, you must take several preventive measures. Plan and teach activities in such a way that the progression between activities minimizes risks (see Unit 4). Also, check that the facility where your team practices and plays, and the equipment your team uses, are free of hazards. Finally, you need to protect yourself from any legal liability issues that might arise from your involvement as a coach. Unit 5 will help you take the appropriate precautions.

Teach Basic Volleyball Skills

In becoming a coach, you take on the role of educator. You must teach your players the fundamental skills and strategies necessary for success in volleyball. That means you need to “go to school.” If you don’t know the basics of volleyball now, you can learn them by reading Units 6, 7, and 8 of this manual. And even if you know volleyball as a player, do you know how to teach it? This book will help you get started.

You’ll also find that you are better able to teach the volleyball skills and strategies you do know if you plan your practices. Unit 4 of this manual provides guidelines for effective practice planning.

Who Can Help?

Veteran coaches in your league are an especially good source of information and assistance. So are high school and college coaches. These coaches have experienced the same emotions and concerns you are facing; their advice and feedback can be invaluable as you work through your first few seasons of coaching.



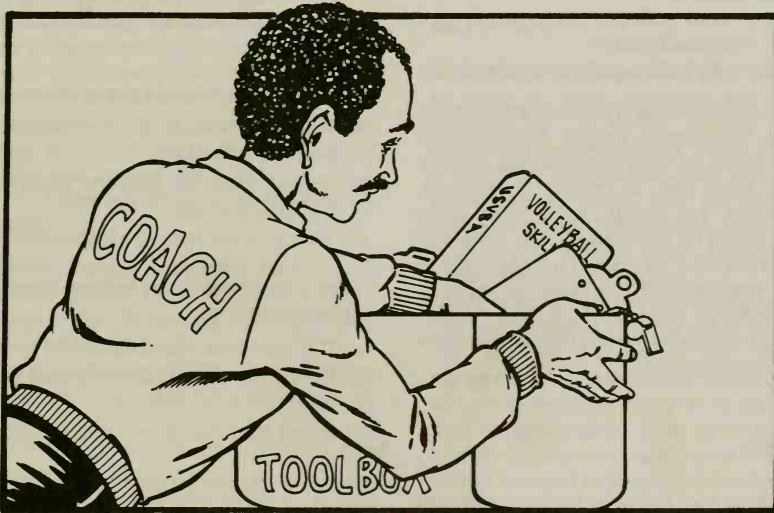
You can also learn a great deal by observing local volleyball coaches in practices and games. You might even ask a few of the coaches you respect most to lend a hand with a couple of your practices.

You can get additional help by attending volleyball clinics, reading volleyball publications, and studying instructional videos. Contact ACEP, or write or call the

United States Volleyball Association
3595 E. Fountain Blvd., Suite 1-2
Colorado Springs, CO 80910-1740
(800) 275-8782

UNIT
2

What Tools Do I Need to Coach?



Have you purchased the traditional coaching tools—things like

whistles, coaching clothes, court shoes, and a clipboard? They'll help you coach, but to be a successful coach you'll need five other tools that cannot be bought. These tools are available only through self-examination and hard work, but they're easy to remember with the acronym COACH:

- C**—Comprehension
- O**—Outlook
- A**—Affection
- C**—Character
- H**—Humor

Comprehension

Comprehension of the rules, skills, and tactics of volleyball is required. To assist you in

learning about the game, the second half of this guide describes the rules, skills, and tactics of volleyball and suggests how to plan for the season and individual practices. In the volleyball-specific section of this guide, you'll also find a variety of drills to use in developing young players' volleyball skills.

To improve your comprehension of volleyball, take the following steps:

- Read the sport-specific section of this book.
- Consider reading other volleyball coaching books, including those available from ACEP (see p. 72 to order).
- Contact the United States Volleyball Association at (800) 275-8782.
- Attend volleyball coaches' clinics.
- Talk with other, more experienced volleyball coaches.
- Observe local college, high school, and youth volleyball games.
- Watch volleyball matches on television.

In addition to having volleyball knowledge, you must implement proper training and safety methods so your players can participate with little risk of injury. Even then, sport injuries will occur. And, more often than not, you'll be the first person responding to your players' injuries. Therefore, make sure you understand the basic emergency care procedures described in Unit 5. Also read in that unit how to handle more serious sport injury situations.

Outlook

This coaching tool refers to your perspective and goals—what you are seeking as a coach. The most common coaching objectives are (a) to have fun, (b) to help players develop their physical, mental, and social skills, and (c) to win. Thus, *outlook* involves the priorities you set, your planning, and your vision for the future.

To work successfully with children in a sport setting, you must have your priorities in order. How do you rank the importance of fun, development, and winning? Check yourself.

Answer the following questions to examine your objectives.



Which situation would make you most proud?

- a. Knowing that each participant enjoyed playing volleyball
- b. Seeing that all players improved their volleyball skills
- c. Winning the league championship

Which statement best reflects your thoughts about sport?

- a. If it isn't fun, don't do it.
- b. Everyone should learn something every day.
- c. Sport isn't fun if you don't win.

How would you like your players to remember you?

- a. As a coach who was fun to play for
- b. As a coach who provided a good base of fundamental skills
- c. As a coach who had a winning record

Which would you most like to hear a parent of a child on your team say?

- a. Billy really had a good time playing volleyball this year.
- b. Susie learned some important lessons playing volleyball this year.
- c. Jessica played on the first-place volleyball team this year.

Which of the following would be the most rewarding moment of your season?

- Having your team not want to stop playing even after practice is over
- Observing your players finally master the skill of setting for the hitter
- Winning the league championship

Look over your answers. If you most often selected "a" responses, then having fun is most important to you. A majority of "b" answers suggests that skill development is what attracts you to coaching. And if "c" was your most frequent response, winning is tops on your list of coaching priorities.

Most coaches say fun and development are more important, but when actually coaching, some coaches emphasize—indeed over-emphasize—winning. You, too, will face situations that challenge you to keep winning in its proper perspective. During such moments you'll have to choose between emphasizing your players' development or winning. If your priorities are in order, your players' well-being will take precedence over your team's win-loss record every time.

Take the following actions to better define your outlook:

- Determine your priorities for the season.
- Prepare for situations that challenge your priorities.
- Set goals for yourself and your players that are consistent with those priorities.
- Plan how you and your players can best attain those goals.
- Review your goals frequently to be sure you are staying on track.

It is particularly important for coaches to permit all young athletes to participate. Each youngster should have an opportunity to develop skills and have fun—even if it means sacrificing a win or two during the season. After all, wouldn't you prefer losing a couple of matches to losing a couple of players' interest in sport?

Remember that the challenge and joy of sport is experienced through *striving to win*, not through winning itself. Players who aren't allowed off the bench are denied the oppor-

tunity to strive to win. And herein lies the irony: A coach who allows all of his or her players to participate and develop skills will, in the end, come out on top.

ACEP has a motto that will help you keep your outlook in the best interest of the kids on your team. It summarizes in four words all you need to remember when establishing your coaching priorities:

Athletes First, Winning Second

This motto recognizes that striving to win is an important, even vital, part of sport. But it emphatically states that no efforts in striving to win should be made at the expense of athletes' well-being, development, and enjoyment.

Affection

This is another important tool you will want to have in your coaching kit: a genuine concern for the young people you coach. *Affection* involves having a love for children, a desire to share with them your love and knowledge of sport, and the patience and understanding that allows each individual playing for you to grow from his or her involvement in volleyball.

Successful coaches have a real concern for the health and welfare of their players. They care that each child on the team has an enjoyable and successful experience. They have a strong desire to work with children and be involved in their growth. And they have the patience to work with those who are slower to learn or less capable of performing. If you have such qualities or are willing to work hard to develop them, then you have the affection necessary to coach young athletes.

There are many ways to demonstrate your affection and patience, including the following:

- Make an effort to get to know each player on your team.
- Treat each player as an individual.
- Empathize with players trying to learn new and difficult volleyball skills.
- Treat players as you would like to be treated under similar circumstances.

- Be in control of your emotions.
- Show your enthusiasm for being involved with your team.
- Keep an upbeat and positive tone in all of your communications.

Character

Youngsters learn by listening to what adults say. But they learn even more by watching the behaviors of certain important individuals. As a coach, you are likely to be a significant figure in the lives of your players. Will you be a good role model?

Having good *character* means modeling appropriate behaviors for sport and life. That means more than just saying the right things. What you say and what you do must match. There is no place in coaching for the “Do as I say, not as I do” philosophy. Be in control before, during, and after all matches and practices. And don’t be afraid to admit that you were wrong. No one is perfect!

Consider the following steps to becoming a good role model:

- Evaluate your strengths and weaknesses.
- Build on your strengths.
- Set goals for yourself to improve upon those areas you would not like to see mimicked.
- If you slip up, apologize to your team and to yourself. You’ll do better next time.

Humor

Humor is often overlooked as a coaching tool. For our use it means having the ability to laugh *at* yourself and *with* your players during practices and games. Nothing helps balance the tone of a serious, skill-learning session like a chuckle or two. And a sense of humor puts in perspective the many mistakes your young players will make. So don’t

get upset over each miscue or respond negatively to erring players. Allow your players and yourself to enjoy the “ups” and don’t dwell on the “downs.”

Here are some tips for injecting humor into your practices:

- Make practices fun by including a variety of activities.
- Keep all players involved in drills and scrimmages.
- Consider laughter from your players a sign of enjoyment, not a lack of discipline.
- Smile!



Where Do You Stand?

Now evaluate your “coaching tool kit,” and rank yourself on each of the three questions concerning the five coaching tools. Circle the number that best describes your *present* status on each item.

Not at all		Somewhat		Very much so
1	2	3	4	5

Comprehension

- | | |
|---|-----------|
| 1. Could you explain the rules of volleyball to other parents without studying for a long time? | 1 2 3 4 5 |
| 2. Do you know how to organize and conduct safe volleyball practices? | 1 2 3 4 5 |
| 3. Do you know how to provide first aid for most common, minor sport injuries? | 1 2 3 4 5 |

Comprehension Score: _____

Outlook

- | | |
|---|-----------|
| 4. Do you keep winning in its proper perspective when you coach? | 1 2 3 4 5 |
| 5. Do you plan for every meeting, practice, and game? | 1 2 3 4 5 |
| 6. Do you have a vision of what your players will be able to do by the end of the season? | 1 2 3 4 5 |

Outlook Score: _____

Affection

- | | |
|---|-----------|
| 7. Do you enjoy working with children? | 1 2 3 4 5 |
| 8. Are you patient with youngsters learning new skills? | 1 2 3 4 5 |
| 9. Are you able to show your players that you care? | 1 2 3 4 5 |

Affection Score: _____

Character

- | | |
|--|-----------|
| 10. Are your words consistent with your behaviors? | 1 2 3 4 5 |
| 11. Are you a good model for your players? | 1 2 3 4 5 |
| 12. Do you keep negative emotions under control before, during, and after matches? | 1 2 3 4 5 |

Character Score: _____

Humor

- | | |
|---|-----------|
| 13. Do you usually smile at your players? | 1 2 3 4 5 |
| 14. Are your practices fun? | 1 2 3 4 5 |
| 15. Are you able to laugh at your mistakes? | 1 2 3 4 5 |

Humor Score: _____

If you scored 9 or less on any of the coaching tools, be sure to reread those sections of the unit carefully. And even if you scored 15 on each tool, don't be complacent.

Keep learning! Then you'll be well equipped with the tools you need to coach young athletes.

UNIT 3

How Should I Communicate With My Players?



Now you know the tools needed to COACH: Comprehension, Outlook,

Affection, Character, and Humor are essential for effective coaching. Without them, you'd have a difficult time getting started. But none of these tools will work if you don't know how to use them with your athletes—and that requires skillful communication.

This unit examines what communication is and how you can become a more effective communicator-coach.

What's Involved in Communication?

Coaches often believe that communication involves only instructing players to do

something, but verbal direction is only one part of the communication process. More than half of what is communicated in a message is nonverbal. So remember when you are coaching that "actions speak louder than words."

Communication in its simplest form involves two people: a *sender* and a *receiver*. The sender can transmit the message verbally, through facial expression, and with body language. Once the message is sent, the receiver must try to determine the meaning of the message. A receiver who fails to attend or listen will miss part, if not all, of the message.

How Can I Send More Effective Messages?

Young athletes often have little understanding of the rules and skills of volleyball, and probably have less confidence in playing it. So they need accurate, understandable, and supportive messages to help them along. That's why it's so important for you to send verbal and nonverbal messages effectively.

Verbal Messages

"Sticks and stones may break my bones, but words will never hurt me" isn't true. Spoken words can have a strong and long-lasting effect. And coaches' words are particularly

influential, because youngsters place great importance on what coaches say. Therefore, whether you are correcting a misbehavior, teaching a player how to set the ball, or praising a player for good effort,

- *be positive, but honest;*
- *state it clearly and simply;*
- *say it loud enough and say it again; and*
- *be consistent.*

Be Positive, But Honest

Nothing turns people off more than hearing someone nag all the time. Young athletes are similarly discouraged by a coach who gripes constantly. The kids on your team need encouragement, because many of them doubt their ability to play volleyball. So *look* for and *tell* your players what they do well.

On the other hand, don't cover up poor or incorrect play with rosy words of praise. Kids know all too well when they've made a mistake, and no cheerfully expressed cliché can undo their errors. And, if you fail to acknowledge players' errors, your athletes will think you are a phony.

State It Clearly and Simply

Positive and honest messages are good, but only if expressed directly and in words your players can understand. "Beating around the



Compliment Sandwich

A good way to handle situations in which you have identified and must correct improper technique is to serve your players a "compliment sandwich."

1. Point out what the athlete did correctly.
2. Let the player know what was incorrect in the performance and instruct him or her how to correct it.
3. Encourage the player by reemphasizing what he or she did well.

bush” is an ineffective and inefficient way to send messages verbally. If you ramble, your players will miss the point of your message and probably lose interest. Here are some tips for saying things clearly.

- Organize your thoughts before speaking to your athletes.
- Explain things thoroughly, but don't bore them with long-winded monologues.
- Use language that your players can understand, but avoid trying to be “hip” by using their slang.

Say It Loud Enough and Say It Again

A crowded gym filled with the sound of bouncing balls can hinder communication, so talk to your team in a voice that all members can hear and interpret. It's okay, in fact appropriate, to soften your voice when speaking to a player about an individual problem. But most of the time your messages will be for all your players to hear, so make sure they can! A word of caution, however: Don't dominate the setting with a booming voice that distracts your athletes' attention from their performances.

Sometimes what you say, even if stated loud and clear, won't sink in the first time. This may be particularly true with young athletes hearing words they don't fully understand.

To avoid boring repetition but still get your message across, say the same thing in a slightly different way. For instance, you might first tell your players, “Set the ball to the outside.” Then, soon thereafter, remind them, “Put the ball in good position for the hitter.” The second message may get through to some players who missed it at first.

Send Consistent Messages

People often say things in a way that implies a different message. For example, a touch of sarcasm added to the words “way to go” sends an entirely different message than the words themselves suggest. It is essential that you avoid sending such mixed messages. Keep the tone of your voice consistent with the words you use. And don't say something one day and contradict it the next; players will get confused.

Nonverbal Messages

Just as you should be consistent in the tone of voice and words you use, you should also keep your verbal and nonverbal messages consistent. An extreme example of failing to do this would be shaking your head, indicating disapproval, while at the same time telling a player “nice try.” Which is the player to believe, your gesture or your words?

Messages can be sent nonverbally in a number of ways. Facial expressions and body language are just two of the more obvious forms of nonverbal signals that can help you when you coach.

Facial Expressions

The look on a person's face is the quickest clue to what he or she thinks or feels. Your players know this, so they will study your face, looking for any sign that will tell them more than the words you say. Don't try to fool



them by putting on a happy or blank “mask.” They'll see through it, and you'll lose credibility.

Stone-faced expressions are no help to kids who need cues as to how they are performing. They will just assume you're unhappy or disinterested. So don't be afraid to smile. A smile from a coach can boost the confidence of an unsure young athlete. Plus, a smile lets your players know that you are

happy coaching them. But don't overdo it, because your players won't be able to tell when you are genuinely pleased by something they've done or when you are just "putting on" a smiling face.

Body Language

How would your players think you felt if you came to practice slouched over, with head down and shoulders slumped? Tired? Bored? Unhappy? How would they think you felt if you watched them during a match with your hands on your hips, jaws clenched, and face red? Upset with them? Disgusted with an official's call? Probably some or all of these things would enter your players' minds. That's why you should carry yourself in a pleasant, confident, and vigorous manner. Such a posture not only projects happiness with your coaching role, but it also provides a good example for your young players who may model your behavior.

Physical contact can also be a very important use of body language. A handshake, a pat on the head, an arm around the shoulder, or even a big hug are effective ways of showing approval, concern, affection, and joy to your players. Youngsters are especially in need of this type of nonverbal message. Keep within the obvious moral and legal limits, but don't be reluctant to touch your players and send a message that is truly best expressed only in that way.

How Can I Improve My Receiving Skills?

Now let's examine the other half of the communication process—receiving messages. Too often people are very good senders yet very poor receivers of messages; they seem to naturally enjoy hearing themselves talk more than listening to others. As a coach of young athletes, it is essential that you receive their verbal and nonverbal messages effectively. You can be a better receiver if you are willing to read about the keys to receiving messages and then make a strong effort to use them with your players. You'll be surprised at

what you've been missing.

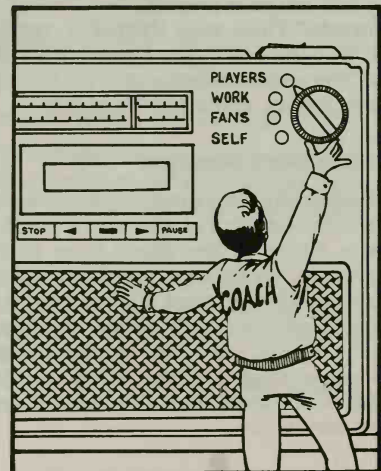
Attention!

First, you must pay attention; you must want to hear what others have to communicate to you. That's not always easy when you're busy coaching and have many things competing for your attention. But in one-to-one or team meetings with players, you must really focus on what they are telling you, both verbally and nonverbally. Not only will such focused attention help you catch every word they say, but you'll also notice their moods and physical states, and you'll get an idea of their feelings toward you and other players on the team.

Listen CARE-FULLY

How we receive messages from others, perhaps more than anything else we do, demonstrates how much we care for the sender and what that person has to tell us. If you care little for your players or have little regard for what they have to say, it will show in how you attend and listen to them.

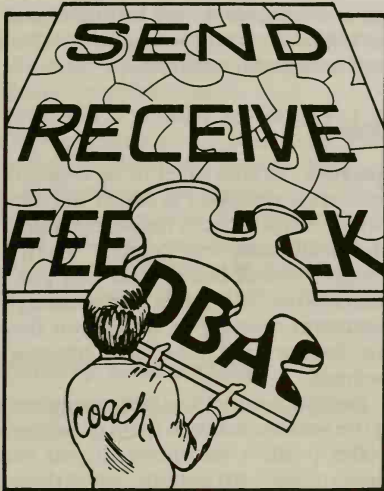
Check yourself. While one of your players is talking to you, do you find your mind wandering to what you are going to do after practice? Do you frequently have to ask your players, "What did you say?" If so, you need to work on your attending and listening skills. If you find that you're missing the



messages your players send, perhaps the most critical question you should ask yourself is this: Do I care?

How Do I Put It All Together?

So far we've discussed separately the sending and receiving of messages. But we all know that senders and receivers switch roles several times during an interaction. One person initiates a communication by sending a message to another person, who then receives the message. The receiver then switches roles and becomes the sender by responding to the person who sent the initial message. These verbal and nonverbal responses are called *feedback*.



Your players will be looking to you for feedback all the time. They will want to know how you think they are performing, what you think of their ideas, and whether their efforts please you. *How you respond* will strongly affect your players. So let's take a look at a few general types of feedback and examine their possible effects.

Providing Instructions

With young players, much of your feedback will involve answering questions about how to play the sport. Your instructive responses

to these questions should include both verbal and nonverbal feedback. The following are suggestions for giving instructional feedback:

- Keep verbal instructions simple and concise.
- Use demonstrations to provide nonverbal instructional feedback (see Unit 4).
- “Walk” players through the skill, or use a slow-motion demonstration if they are having trouble learning.

Correcting Errors

When your players perform incorrectly, you need to provide informative feedback to correct the error—and the sooner the better. And when you do correct errors, keep in mind these two principles: Use negative criticism sparingly, and keep calm.

Use Negative Criticism Sparingly

Although you may need to punish players for horseplay or dangerous activities by scolding them or temporarily removing them from activity, avoid reprimanding players for performance errors. Punishing players for honest mistakes makes them afraid to even try; nothing ruins a youngster's enjoyment of a sport more than a coach who harps on every miscue. So instead, correct your players by using the positive approach. They'll enjoy playing more and you'll enjoy coaching more.



Keep Calm

Don't fly off the handle when your players make mistakes. Remember, you're coaching young and inexperienced players, not pros. You'll therefore see more incorrect than correct technique and probably have more discipline problems than you expect. But throwing a tantrum over each error or misbehavior will only inhibit them or suggest to them the wrong kind of behavior to model. Let your players know that mistakes aren't the end of the world, and stay cool!

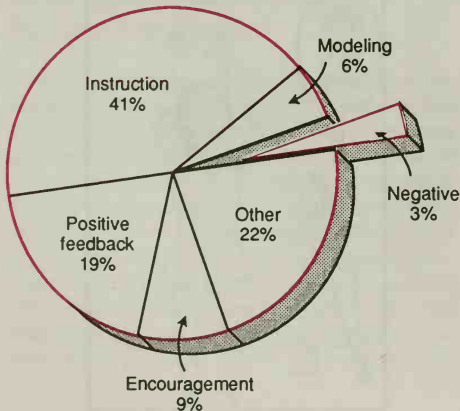
Positive Feedback

Praising players when they have performed or behaved well is an effective way to get them to repeat (or try to repeat) that behavior in the future. And positive feedback for effort is an especially effective way to motivate youngsters to work on difficult skills. So rather than shouting and providing negative feedback to a player who has made a mistake, try offering a compliment sandwich, described on page 12.

Sometimes just the way you word feedback can make it more positive than negative. For example, instead of saying, "Don't hit the ball that way," you might say, "Hit the ball this way." Then your players will be focusing on what *to do* instead of what *not to do*.

Coaches, be positive!

Only a very small percentage of ACEP-trained coaches' behaviors are negative.



You can give positive feedback verbally and nonverbally. Telling a player, especially in front of teammates, that he or she has performed well is a great way to increase a kid's confidence. And a pat on the back or a handshake can be a very tangible way of communicating your recognition of a player's performance.

Who Else Do I Need to Communicate With?

Coaching involves not only sending and receiving messages and providing proper feedback to players, but also includes interacting with players' parents, fans, game officials, and opposing coaches. If you don't communicate effectively with these groups of people, your coaching career will be unpleasant and short-lived. So try these suggestions for communicating with each group.

Parents

A player's parents need to be assured that their son or daughter is under the direction of a coach who is both knowledgeable about volleyball and concerned about the youngster's well-being. You can put their worries to rest by holding a preseason parent orientation meeting in which you describe your background and your approach to coaching.

If parents contact you with a concern during the season, listen to them closely and try to offer positive responses. If you need to communicate with parents, catch them after a practice, give them a phone call, or send a note through the mail. Messages sent to parents through children are too often lost, misinterpreted, or forgotten.

Fans

The stands probably won't be overflowing at your games, but that means only that you'll more easily hear the one or two fans who criticize your coaching. When you hear something negative said about the job you're doing, don't respond. Keep calm, consider whether the message had any value, and if



not, forget it. The best approach is to put away your “rabbit ears” and communicate to fans through your actions that you are a confident, competent coach.

Even if you are ready to withstand the negative comments of fans, your players may not be. Prepare them. Tell them that it is you, not the spectators, to whom they should listen. If you notice that one of your players is rattled by a fan’s comment, reassure the player that your evaluation is more objective and favorable—and it’s the one that counts.

Summary Checklist

Now, check your coaching communication skills by answering yes or no to the following questions.

- | | Yes | No |
|---|-----|-----|
| 1. Are your verbal messages to your players positive and honest? | ___ | ___ |
| 2. Do you speak loudly, clearly, and with vocabulary your athletes understand? | ___ | ___ |
| 3. Do you remember to repeat instructions to your players, in case they didn’t understand you the first time? | ___ | ___ |
| 4. Are the tone of your voice and your nonverbal messages consistent with the words you use? | ___ | ___ |
| 5. Do your facial expressions and body language express interest in and happiness with your coaching role? | ___ | ___ |
| 6. Are you attentive to your players and able to pick up even their small verbal and nonverbal cues? | ___ | ___ |
| 7. Do you really care about what your athletes say to you? | ___ | ___ |

(continued)

Game Officials

How you communicate with officials will have a great influence on the way your players behave toward them. Therefore, you need to set the tone. Greet officials with a handshake, an introduction, and perhaps some casual conversation about the upcoming contest. Indicate your respect for them before, during, and after the contest.

Keep in mind that most youth volleyball officials are volunteers. So don’t make nasty remarks, shout, or use disrespectful body gestures. Your players will see you do it, and they’ll get the idea that such behavior is appropriate. Plus, if the official hears or sees you, the communication between the two of you will break down. In short, you take care of the coaching, and let the officials take care of the officiating.

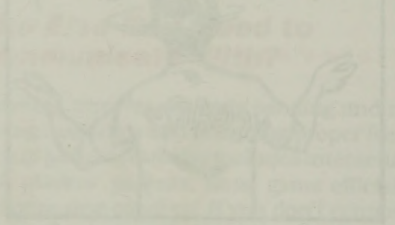
Opposing Coaches

Make an effort to visit with the coach of the opposing team before the match. Perhaps the two of you can work out a special arrangement for the contest, such as matching up players and coordinating substitutions. During the match, don’t get into a personal feud with the opposing coach. Remember, it’s the kids, not the coaches, who are competing.

Yes No

- 8. Do you instruct rather than criticize when your players make errors? ___ ___
- 9. Are you usually positive when responding to things your athletes say and do? ___ ___
- 10. Do you try to communicate in a cooperative and respectful manner with players' parents, fans, game officials, and opposing coaches? ___ ___

If you answered no to any of these questions, you may want to refer back to the section of this unit where the topic was discussed. *Now* is the time to address communication problems, not when you're coaching your players.



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UNIT 4

How Do I Get My Team Ready to Play?



To coach volleyball, you must understand the basic rules, skills, and strategies of the sport. The second part of this *Rookie Coaches Volleyball Guide* provides the basic information you'll need to comprehend the sport.

But all the volleyball knowledge in the world will do you little good unless you present it effectively to your players. That's why this unit is so important. In it you will learn the steps to take in teaching sport

skills, as well as practical guidelines for planning your season and individual practices.

How Do I Teach Volleyball Skills?

Many people believe that the only qualification needed to coach is to have played the sport. It's helpful to have played, but there is much more to successful coaching. And even if you haven't played volleyball, you can still

teach the skills of the game effectively using this IDEA:

- I** — Introduce the skill.
- D** — Demonstrate the skill.
- E** — Explain the skill.
- A** — Attend to players practicing the skill.

Introduce the Skill

Players, especially young and inexperienced ones, need to know what skill they are learning and why they are learning it. You should, therefore, take these three steps every time you introduce a skill to your players:

1. Get your players' attention.
2. Name the skill.
3. Explain the importance of the skill.

Get Your Players' Attention

Because youngsters are easily distracted, use some method to get their attention. Some coaches use interesting news items or stories. Others use jokes. And others simply project an enthusiasm that gets their players to listen. Whatever method you use, speak slightly above normal volume and look your players in the eye when you speak.

Also, position your players so that all of them can see and hear you. Arrange the players in two or three evenly spaced rows, facing you and not some source of distraction (a blank wall background is recommended). Then ask if everyone can see and hear you before you begin.

Name the Skill

Although you might mention other common names for the skill, decide which one you'll use and stick with it. This will help avoid confusion and enhance communication among your players. For example, choose either "bump" or "dig" as the term for the forearm passing skill, and use it consistently.

Explain the Importance of the Skill

Although the importance of a skill may be apparent to you, your players may be less able to see how the skill will help them become better volleyball players. Offer them

a reason for learning the skill, and describe how the skill relates to playing the game more effectively.

Demonstrate the Skill

The demonstration step is the most important part of teaching volleyball skills to young players who may have never done anything that closely resembles the skill. They need a picture, not just words. They need to see how the skill is performed.

If you are unable to perform the skill correctly, have an assistant coach or someone skilled in volleyball perform the demonstration. These tips will help make your demonstrations more effective:

- Use correct form.
- Demonstrate the skill several times.
- Slow the skill down, if possible, during one or two performances so players can see every movement involved in the skill.
- Perform the skill at different angles so your players can get a full view of it.
- Demonstrate the skill from both the right and left sides.
- If necessary, break the skill down into smaller parts or learning sequences.

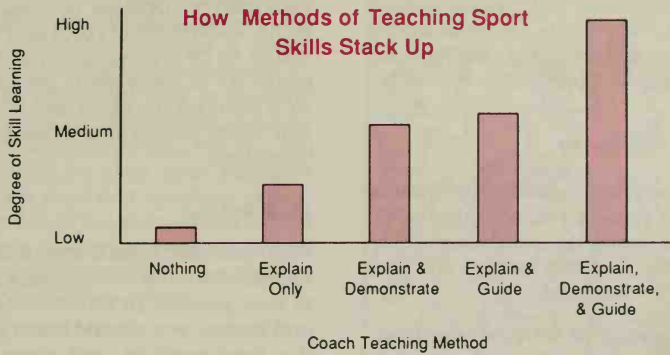
The most difficult aspect of coaching is this: Coaches must learn to let athletes learn. Sport skills should be taught so they have meaning to the child, not just meaning to the coach.

Rainer Martens, ACEP Founder

Explain the Skill

Players learn more effectively if they're given a brief explanation of the skill along with the demonstration. Use simple terms to describe the skill, and if possible, relate the skill to ones they've previously learned. Ask your players if they understand your description. If one of them looks confused, have him or her explain the skill back to you.

Complex skills often are better understood if they are explained in more manageable parts. For instance, if you want to teach your players how to serve, you might take the following steps:



1. Show a correct performance of the entire skill and explain its function in volleyball.
2. Break down the skill and point out its components.
3. Have players perform each of the component skills you have already taught them: preparation, toss, precontact movement, and contact.
4. After players have demonstrated their ability to perform the separate parts of the skill in sequence, reexplain the entire skill.
5. Have them practice the skill.

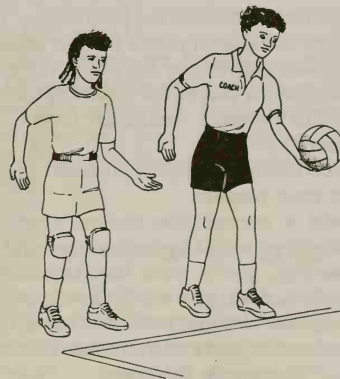
As you observe players' efforts in drills and activities, offer positive, corrective feedback in the form of the "compliment sandwich" described in Unit 3. If a player performs the skill properly, acknowledge it and offer praise. Keep in mind that your feedback will have a great influence on your players' motivation to practice and improve their performance.

Remember too that young players need individual instruction. So set aside a time before, during, or after practice to give them individual help.

Attend to Players Practicing the Skill

If the skill you selected was within your players' capabilities and you have done an effective job of introducing, demonstrating, and explaining it, your players should be ready to attempt the skill. Some players may need to be physically guided through the movements during their first few attempts at the skill. For example, some players may need your hands-on help to toss the ball and position their shoulders and hips toward the serving area. "Walking" unsure athletes through the skill in this way will help them gain confidence to perform the skill on their own.

Your teaching duties don't end when all your athletes have demonstrated that they understand how to perform the skill. In fact, a significant part of your teaching will involve observing closely your players' hit-and-miss trial performances.



What Planning Do I Need to Do?

Beginning coaches often make the mistake of showing up for the first practice with no particular plan in mind. These coaches find that their practices are unorganized, their players are frustrated and inattentive, and

the amount and quality of their skill instruction is limited. Planning is essential to successful teaching *and* coaching. And it doesn't begin on the way to practice!

Preseason Planning

Effective coaches begin planning well before the start of the season. Planning during the preseason can make the year more enjoyable, successful, and safe for you and your players if you do the following:

- Familiarize yourself with the sport organization you are involved in, especially its philosophy and goals regarding youth sport.
- Examine the availability of facilities, equipment, instructional aids, and other materials needed for practices and matches.
- Make sure you have liability insurance to cover you when one of your players is hurt (see Unit 5). If you don't have coverage, get some.
- Establish your coaching priorities regarding having fun, developing players' skills, and winning.
- Select and meet with your assistant coaches to discuss the philosophy, goals, team rules, and plans for the season.
- Register players for the team. Have them complete a player information form and obtain medical clearance forms, if required.
- Institute an injury-prevention program for your players.
- Hold a parent orientation meeting to inform parents of your background, philosophy, goals, and instructional approach. Also, give a brief overview of the league's rules and volleyball rules, terms, and strategies to familiarize parents or guardians with the sport.

You may be surprised at the number of things you should do even before the first practice. But if you address these items during the preseason, the season will be much more enjoyable and productive for you and your players.

In-Season Planning

Your choice of activities during the season should be based on whether they will help

your players develop physical and mental skills, knowledge of rules and game tactics, ability to be a good sport, and love for the game. All of these goals are important, but we'll focus on the skills and tactics of volleyball to give you an idea of how to itemize your objectives.

Goal Setting

What you plan to do during the season must be reasonable for the maturity and skill level of your players. In terms of volleyball skills and tactics, you should teach young players the fundamentals and move on to more complex activities only after they have mastered these basics.

To begin the season, you might set your players' instructional goals to include the following:

My players will be able to

- use proper footwork when moving to the ball,
- assume and recover to ready position,
- serve the ball to specific areas of the court using the underhand and/or overhand serve,
- forearm pass correctly to the setter's position,
- correctly set to the hitter's position,
- attack the ball to specific areas of the court,
- execute the proper footwork and hand position for blocking an attack,
- use proper technique for digging an attacked ball,
- demonstrate knowledge of basic offensive and defensive strategies,
- demonstrate knowledge of the volleyball playing rules, and
- communicate effectively on the court with teammates.

Organizing

After you've defined the skills and tactics you want your players to learn during the season, you can plan how to teach them to your players in practices. But be flexible! If your players are having difficulty learning a skill or tactic, take some extra time until they get the hang of it—even if that means moving back your schedule. After all, if your players are unable to perform the fundamental skills, they'll never execute the more complex skills you have scheduled for them.

Still, it helps to have a plan for progressing players through skills during the season. The sample season plan in Appendix A shows how to schedule your skill and strategy instruction in an organized and progressive manner. Also, Unit 7 has an excellent teaching progression for basic skills that you will find quite helpful for even your youngest players. If this is your first coaching experience, you may follow the season plan as it is presented. If you have some previous experience, you may want to modify the schedule to better fit the needs of your team.

What Makes Up a Good Practice?

A good instructional plan makes preparing for practice much easier. Have players work on more important and less difficult goals in early season practice sessions. And make sure that players master basic skills before moving on to more advanced ones.

It is helpful to establish one objective for each practice, but try to include a variety of activities related to that objective. For example, although your primary objective might be to improve players' setting skills, you should have players perform several different drills designed to enhance that single skill. And, to add further variety to your practices, vary the order of the activities you schedule for players to perform.

In general, we recommend that each of your practices include the following:

- Warm up
- Practice previously taught skills
- Teach and practice new skills
- Practice under gamelike conditions
- Cool down
- Evaluate

Warm Up

As you're checking the roster and announcing the performance objectives for the practice, your players should be preparing their bodies for vigorous activity. A 5- to 10-minute period of easy-paced activities (e.g., light running, passing the ball with a partner, and jumping), stretching, and calis-



thenics should be sufficient for youngsters to limber up their muscles and reduce the risk of injury.

Practice Previously Taught Skills

Devote part of each practice to working on the fundamental skills your players already know. But remember, kids like variety. So organize and modify drills to keep everyone involved and interested. Praise and encourage players when you notice improvement, and offer individual assistance to those who need help.

Teach and Practice New Skills

Build on your players' existing skills by giving them something new to practice each session. The proper method for teaching sport skills is described on pages 19 to 21. Refer to those pages if you have any questions about teaching new skills or if you want to evaluate your teaching approach periodically during the season.

Practice Under Gamelike Conditions

Competition among teammates during practices prepares players for actual matches and informs young athletes about their

abilities relative to those of their peers. Youngsters also seem to have more fun in competitive activities.

You can create gamelike conditions by using competitive drills, modified games, and scrimmages (see Units 7 and 8). However, consider the following guidelines before introducing competition into your practices.

- All players should have an equal opportunity to participate.
- Match players by ability and physical maturity.
- Make sure that players can execute fundamental skills before they compete in groups.
- Emphasize performing well, not winning, in every competition.
- Give players room to make mistakes by avoiding constant evaluation of their performances.

Cool Down

Each practice should wind down with a 5- to 10-minute period of light exercise, including jogging, performance of simple skills, and some stretching. The cool-down allows athletes' bodies to return to the resting state and avoid stiffness, and affords you an opportunity to review the practice.



Evaluate

At the end of practice, spend a few minutes with your players reviewing how well the session accomplished the objectives you had set. This is an excellent opportunity to reinforce positive outcomes of the practice and keep your players focused on their improvements.

Summary Checklist

During your season, check your planning and teaching skills periodically. As you gain more coaching experience, you should be able to answer yes to each of the following questions.

When you plan, do you remember to plan for

- ___ preseason events like player registration, liability protection, use of facilities, and parent orientation?
- ___ season goals such as the development of players' physical skills, mental skills, sportsmanship, and enjoyment?
- ___ practice components such as warming up, practicing previously taught skills, teaching and practicing new skills, practicing under competitive conditions, cooling down, and evaluation?

When you teach volleyball skills to your players, do you

- ___ arrange the players so all can see and hear?
- ___ introduce the skill clearly and explain its importance?
- ___ demonstrate the skill properly several times?
- ___ explain the skill simply and accurately?
- ___ attend closely to players practicing the skill?
- ___ offer corrective, positive feedback or praise after observing players' attempts at the skill?

How Do I Put a Practice Together?

Simply knowing the six practice components is not enough. You must also be able to arrange those components into a logical pro-

gression and fit them into a time schedule. Now, using your instructional goals as a guide for selecting what skills to have your players work on, try to plan a volleyball practice you might conduct. The following sample plan should help you get started.

Sample Practice Plan

Performance Objective. Players will be able to pass effectively and accurately with both the forearm and overhand passes.

Component	Time	Activity or drill
Warm up	10 min	Light running Calisthenics/stretching
Practice previously taught skills	15 min	Practice tossing skills Toss and pass to self
Teach	15 min	Forearm and overhand passes to a partner
Practice	20 min	Contact forearm drill to a partner Contact overhand drill to a partner
Scrimmage	15 min	3 vs. 3 modified scrimmage (points awarded for each pass to the setter)
Cool down and evaluate	10 min	Serving Stretching

UNIT 5

What About Safety?



One of your players reacts quickly to the ball, diving to dig a spike hit toward the sideline. Incredibly, your player digs the ball to a teammate and saves the point. But just as you turn to praise the gutsy play, you see that the player is still down on the court. She is clutching her elbow and seems to be in pain. What do you do?



One of the least pleasant aspects of coaching is seeing players get hurt. Fortunately, there are many preventive measures coaches can institute to reduce the risk. But in spite of such efforts, injury remains a reality of sport participation. And, consequently, you must be prepared to pro-

vide first aid when injuries occur and to protect yourself against unjustified lawsuits. This unit will describe how you can

- create the safest possible environment for your players.
- provide emergency first aid to players when they get hurt, and
- protect yourself from injury liability.

How Do I Keep My Players From Getting Hurt?

Injuries may occur because of poor preventive measures. Part of your planning, described in Unit 4, should include steps that give your players the best possible chance for injury-free participation. These steps include the following:

- Preseason physical examination
- Physical conditioning
- Apparel and facilities inspection
- Matching athletes by maturity and warning of inherent risks
- Proper supervision and record keeping
- Warm-up and cool-down

Preseason Physical Examination

Even in the absence of severe injury or ongoing illness, your players should have a physical examination every 2 years. Any player with a known medical condition or preexisting injury should have a physician's consent before being allowed to participate. You should also have players' parents or guardians sign participation agreement forms and release forms to allow their sons or

daughters to be treated in the case of a medical emergency.

Physical Conditioning

Muscles, tendons, and ligaments unaccustomed to vigorous and long-lasting physical activity are prone to injury. Therefore, prepare your athletes to withstand the exertion of playing volleyball. An effective conditioning program should include running, lateral movement, and jumping activities.

Make conditioning drills and activities fun. Include a skill component, such as serving or passing, to keep players from getting bored or looking upon the activity as "work."

Apparel and Facilities Inspection

Another way to prevent injuries is to check the quality and fit of the clothes that your players wear. Slick-soled, poor-fitting, or unlaced volleyball shoes; unstrapped eyeglasses; and jewelry are dangerous on the volleyball court. Also, encourage players to carry their volleyball shoes to practice and game sites so that the soles of their shoes are free of mud and moisture.

Remember to examine regularly the court on which your players practice and play.

Informed Consent Form

I hereby give my permission for _____ to participate in

_____ during the athletic season beginning in 199____. Further, I authorize the school to provide emergency treatment of an injury to or illness of my child if qualified medical personnel consider treatment necessary and perform the treatment. This authorization is granted only if I cannot be reached and a reasonable effort has been made to do so.

Date _____ Parent or guardian _____

Address _____ Phone () _____

Family physician _____ Phone () _____

Pre-existing medical conditions (e.g., allergies or chronic illnesses) _____

Other(s) to also contact in case of emergency _____

Relationship to child _____ Phone () _____

My child and I are aware that participating in _____ is a potentially hazardous activity. I assume all risks associated with participation in this sport, including but not limited to falls, contact with other participants, the effects of the weather, traffic, and other reasonable risk conditions associated with the sport. All such risks to my child are known and understood by me.

I understand this informed consent form and agree to its conditions on behalf of my child.

Child's signature _____ Date _____

Parent's signature _____ Date _____

Wipe up wet spots, remove hazards, report conditions you cannot remedy, and request maintenance as necessary.

Matching Athletes by Maturity and Warning of Inherent Risks

Children of the same age may differ in height and weight by up to 6 inches and 50 pounds. That's why in volleyball, where size provides an advantage, it's essential to match players against opponents of similar physical maturity and size. Such an approach gives smaller, less mature children a better chance to succeed and avoid injury and provides larger children more of a challenge. Experience, ability, and emotional maturity are additional important factors to keep in mind when pairing athletes against each other.

Matching helps protect you from certain liability concerns. But you also must warn players of the inherent risks involved in playing volleyball, because "failure to warn" is one of the most successful arguments in lawsuits against coaches. So thoroughly explain the inherent risks of volleyball and make sure each player knows, understands, and appreciates those risks.

The preseason parent orientation meeting is a good opportunity to explain the risks of the sport to parents and players. It is also a good time to have both the players and their parents sign waivers releasing you from liability should an injury occur. Such waivers do not relieve you of responsibility for your

players' well-being, but lawyers recommend them.

Proper Supervision and Record Keeping

With youngsters, your mere presence in the playing area is not enough; you must actively plan and direct team activities and closely observe and evaluate players' participation. You're the watchdog responsible for their welfare. So if you notice a player limping or grimacing, give him or her a rest and examine the extent of the injury.

As a coach, you're also required to enforce the rules of the sport, prohibit horseplay, and hold practices only under safe conditions. These specific supervisory activities will make the play environment safer for your players and help protect you from liability in the event of an injury.

For further protection, keep records of your season plans, practice plans, and players' injuries. Season and practice plans come in handy when you need evidence that players have been taught certain skills, and accurate, detailed accident-report forms offer protection against unfounded lawsuits. Ask for these forms from the organization to which you belong. And hold onto these records for several years so a former player's "old volleyball injury" doesn't come back to haunt you.

Warm-Up and Cool-Down

Although young bodies are generally very limber, they too can get tight from inactivity. Therefore, a warm-up period of approximately 10 minutes before each practice is strongly recommended. The warm-up should address each muscle group and get the heart rates elevated in preparation for strenuous activity. Easy running followed by stretching activities is a common sequence.

As practice is winding down, slow players' heart rates with an easy jog or walk. Then allow for a 5- to 10-minute period of easy stretching at the end of practice to help players avoid stiff muscles. You might end practice with some easy serving, followed by stretching and a verbal evaluation of the practice with your players.



What If One of My Players Gets Hurt?

No matter how comprehensive your prevention program is, injuries will occur. And when an injury does strike, chances are you will be the one in charge. The severity and nature of the injury will determine how actively involved you'll be in treating it. But regardless of how seriously a player is hurt, it is your responsibility to know what steps to take. So let's look at how you can provide basic emergency care for your injured athletes.

Minor Injuries

Although no injury seems minor to the person experiencing it, most injuries are neither life-threatening nor severe enough to restrict participation. When injuries occur, take an active role in their initial treatment.

Scrapes and Cuts

When a player has an open wound, first put on a pair of disposable surgical gloves or some other effective blood barrier. Then follow these three steps:

1. Stop the bleeding by applying direct pressure with a clean dressing to the

wound and elevating it. *Do not* remove the dressing if it becomes blood-soaked. Instead, place an additional dressing on top of the one already in place. Elevate the injured area above the heart and maintain pressure.

2. Cleanse the wound thoroughly once the bleeding is controlled. A good rinsing with a forceful stream of water, and perhaps light cleansing with soap, will help prevent infection.
3. Protect the wound with sterile gauze or a bandage. If the player continues to participate, apply protective padding over the injured area.

For bloody noses not associated with serious facial injury, have the athlete sit and lean slightly forward. Then pinch the player's nostrils shut. If the bleeding continues after several minutes or if the athlete has a history of nosebleeds, seek medical assistance.

Sprains and Strains

The physical demands of volleyball practices and matches often result in injury to the muscles or tendons (sprains) or to the ligaments (sprains). When a player suffers minor strains or sprains, immediately apply the RICE method of injury care.

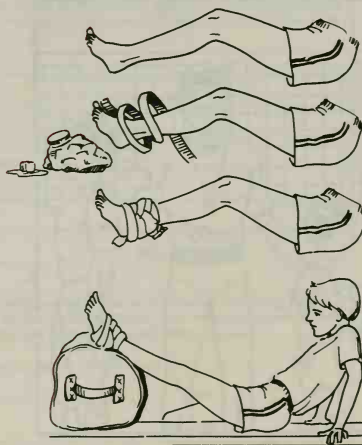
The RICE Method

R—Rest the area to avoid further damage and foster healing.

I—Ice the area to reduce swelling and pain.

C—Compress the area by securing an ice bag in place with an elastic wrap.

E—Elevate the injury above heart level to keep the blood from pooling in the area.



Bumps and Bruises

Inevitably, volleyball players make contact with the hard court surface. If the force of a body part at impact is great enough, a bump or bruise will result. Many players will continue playing with such sore spots. But if the bump or bruise is large and painful, you should take appropriate action. Use the RICE formula for injury care and monitor the injury. If swelling, discoloration, and pain have lessened, the player may resume participation with protective padding; if not, the player should be examined by a physician.

Serious Injuries

Head, neck, and back injuries; fractures; and injuries that cause a player to lose consciousness are in a class of injuries that you cannot and should not try to treat yourself. But you should plan what you'll do if such an injury occurs. Your plan should include the following guidelines for action:

- Maintain the phone numbers and ensure the availability of nearby emergency care units.
- Assign an assistant coach or another *adult* the responsibility of contacting emergency medical help upon your request.
- Do not move the injured athlete.
- Calm the injured athlete and keep others away from him or her.
- Evaluate whether the athlete's breathing is stopped or irregular, and if necessary, clear the airway with your fingers.
- If breathing has stopped, administer artificial respiration.
- If the athlete's circulation has stopped, administer cardiopulmonary resuscitation (CPR), or have a trained individual administer it.
- Remain with the athlete until medical personnel arrive.

How Do I Protect Myself?

When one of your players is injured, naturally your first concern is her or his well-being. Your feelings for children, after all, are what led you into coaching. Unfortunately, there is something else that you must consider: Can you be held liable for the injury?



From a legal standpoint, a coach has nine duties to fulfill. In this unit, we've discussed all but planning (see Unit 4).

1. Provide a safe environment.
2. Properly plan the activity.
3. Provide adequate and proper equipment.
4. Match athletes by size, maturity, and skill.
5. Warn of inherent risks in the sport.
6. Supervise the activity closely.
7. Evaluate athletes for injury or incapacity.
8. Know emergency procedures and first aid.
9. Keep adequate records.

In addition to fulfilling these nine legal duties, you should check your insurance coverage to make sure your present policy will protect you from liability.

Summary Self-Test

Now that you've read how to make your coaching experience safe for your players and yourself, test your knowledge of the material by answering these questions:

1. What are six injury-prevention measures you can institute to minimize the risk of injury to your players?

- 2. What is the three-step emergency care procedure for scrapes and cuts?
- 3. What method of treatment is best for minor sprains and strains?



- 4. What steps should you take to respond to serious injuries?
- 5. What are the nine legal duties of a coach?

When you are on the court, you should be prepared to handle any emergency situation that may arise. This includes knowing the location of the first aid kit and the location of the nearest hospital or clinic. You should also know how to call for help and how to transport an injured player to the hospital.

The first step in emergency care is to assess the situation. Determine the extent of the injury and whether it is life-threatening. If it is, call 911 immediately. If it is not, you can provide first aid until help arrives.

For minor injuries, the RICE method is the best treatment. RICE stands for Rest, Ice, Compression, and Elevation. Rest the injured area and avoid any further activity. Apply ice to the injury for 15-20 minutes at a time, several times a day. Use a compression bandage to reduce swelling. Elevate the injured area above the level of the heart.

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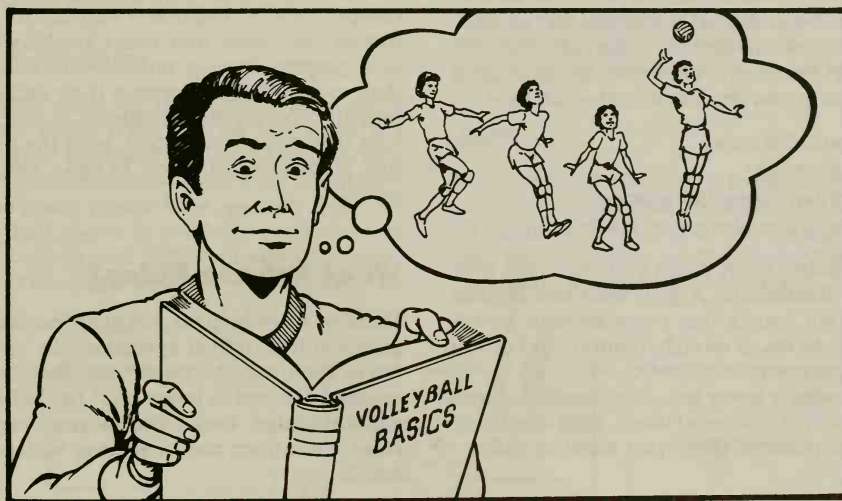
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UNIT 6

What Is Volleyball All About?



 **V**olleyball is an exciting game, mixing finesse with power. At all levels of competition, volleyball requires basic skills and teamwork. In most cases, you'll be the first coach to teach your players the basic skills and strategies of the sport. In the remaining three units of the *Rookie Coaches Volleyball Guide*, you'll learn the rules, court layout, skills, drills, and helpful hints for

teaching your players how to play this fast and exciting game.

You'll see that youth volleyball rules and procedures differ from the standard six-player game. Many of the same fundamentals apply, but youth volleyball is designed specifically for kids—to give them a fun and successful introduction to the sport. With a little training and a lot of enthusiasm, you can help them enjoy volleyball this season and throughout their lives.

Coaching Youth Volleyball

Youth volleyball has its origins in sandlot volleyball, where kids play for fun and make up rules to fit their needs. Your players will be looking for that same kind of fun in the more structured youth volleyball setting, so keep that in mind when you plan for the season.

ACEP Fact

A recent survey of 10- to 14-year-old athletes showed that more than 90% of them would like their sport just as much if no score was kept at all!

Youth volleyball is a unique and effective way to teach volleyball to young players as well as beginning adults. It has all the components of six-person volleyball, but the game is modified to better suit the abilities of beginning players. Youth volleyball uses

- a smaller court,
- a lower net,
- lighter, larger balls, and
- just three players on a side.

A smaller court helps you overcome gym space limitations. A gym with two regular volleyball courts has room for four youth courts. As many as eight teams could utilize this space very effectively.

By using a lower net, even small children can learn to spike and block. Kids love being able to perform these two exciting skills—

just like adults. The use of a larger, lighter ball helps beginning players develop specific skills more readily. The ball stays in the air longer, allowing players to react and maintain rallies.

In youth volleyball, only three players are on a side at one time, with substitutes rotating in from the sidelines. Smaller teams and continuous substitution means each player gets more playing time and more contacts with the ball. Therefore, youth volleyball enables players to learn the game more quickly than they would in the six-player game.

Coaching youth sport is a great way to share your knowledge and enthusiasm for volleyball with kids. Don't be discouraged at the start—balls will be bouncing everywhere, but that's part of learning! In youth volleyball, you break down the game into its basic components so beginners can learn while having fun. Rule and court modifications help players develop quickly and enhance their motivation to improve their skills. To prepare you for the challenge of teaching kids how to play volleyball, read the rest of this guide and get ready to pass, set, and spike!

What Are the Rules?

Modified rules help players at all levels enjoy games suited to their special needs. As you see in Table 6.1, the youth volleyball court is smaller, the net is lower, and the balls are slightly lighter. Depending on your league's rules, your team may be playing with two to six players.

Table 6.1 Volleyball Rules

Classification	Youth (co-ed)			Junior	Adult
Age/year	6-8	8-10	10-12	12-18	18 and older
Court dimensions	12' × 12'	15' × 15'	20' × 20'	30' × 30'	30' × 30'
Net height	6'1"	6'1"	7'4-1/8"	7'4-1/8" for women and boys aged 12-14 7'11-5/8" for men	
Number of players	2	3	4	6	

Court Dimensions

The standard six-player game is played by two teams, each on a 30-foot square court divided by a net. Typically in youth volleyball, two three-player teams play on a 15-foot square court. You can use different court sizes, depending on your needs. An easy way to set up a court for young players is by modifying the adult court dimensions (see Figure 6.1, a-c). Generally, beginners will have more success on a short, wide court (Figure 6.1, a and b). Older, bigger, and taller players will enjoy playing volleyball on a longer, wider court (Figure 6.1c).

Here are some recommended court sizes (see Figure 6.1, a-c).

- 20' × 20' court for 4 versus 4
- 15' × 15' court for 3 versus 3
- 12' × 12' court for 2 versus 2

Court Markings

All lines marking the playing area are 2 inches wide. Balls hit on the lines are inbounds in volleyball, so when marking court dimensions, measure from the outside of the lines. Plastic tape specially made for volleyball courts is available from sporting goods stores and volleyball supply companies. Generally, in youth volleyball you do

not use the attack line (see Figure 6.1a) because all players, whether in the front or back court, can attack the ball. If your team will be using the attack line, place it approximately 10 feet from the net on each side of the court.

Net Height

A net divides the court in half, and you can set it at varying heights depending on the skills you are teaching. A higher net makes players set and hit the ball higher and softer. For beginners, this creates a slower-paced game with more volleys and contacts for each player. Using a higher net in practices will give players more time to move and react to the ball. For youth games, the net is set between 6 feet, 1 inch and 7 feet, 4-1/8 inches, depending on the height of the tallest players and the ages of the participants. The average net height in youth volleyball is 6 feet, 6 inches. See Table 6.1 for net heights.

Balls

The size 5 volleyball is the most common for all levels of volleyball, from youth to juniors to adults (see Table 6.2). For younger ages and even beginner adults, the USVBA recommends a special lighter weight, low im-

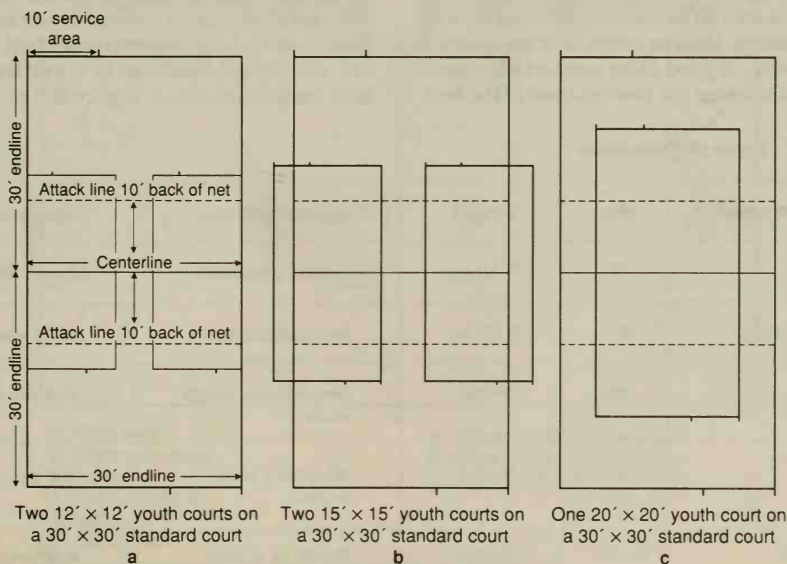


Figure 6.1 Three modifications of the standard court for youth volleyball.

pect ball. For small court youth games you might also consider using the oversized ball. All these balls are widely available from volleyball outlets. In addition, you can use balls with “elephant skin” covering, punch balloons, or weighted balls (1/2 to 1 lb) to teach skills and vary the learning environment.

Ideally, each player should have his or her own volleyball. This makes practicing at home easier and gives players a chance to become more familiar with the weight and feel of the ball. Most sporting goods stores carry volleyballs in a variety of colors, weights, and sizes for indoor or outdoor use.

Player Equipment

Individual player equipment is inexpensive and fairly easy to obtain. Here’s a list of what your players will need:

- *Uniforms:* Uniforms can be as simple as shorts and a T-shirt or long-sleeved shirt. Some players like the protection of long sleeves—although they are warmer, they ease the sting of the ball on the forearms. Uniforms are usually required for school or club teams, and in most cases these are provided free or at a discount.
- *Shoes:* Volleyball or court shoes are fine. Running shoes aren’t good because they don’t give lateral support. Volleyball shoes should be comfortable and broken in before they’re worn during intense activity. A good shoe supports the arch and cushions the heel and ball of the foot.

- *Knee pads:* Knee pads come in a variety of shapes and sizes. Most are made of foam or rubber covered with a soft elastic material. They should fit snugly and be comfortable for long periods. Because they are designed to protect the knees, knee pads make hitting the floor a lot easier for young athletes. If your local sporting goods store doesn’t carry knee pads, you can order them through volleyball magazines or catalogs.

Playing the Game of Volleyball

Youth volleyball is played with three players on a side and at least two substitutes. Nonstarting players will play just as much as the starters because everyone rotates in and out of the game, and no player specializes at any one position. There are unlimited substitutions, and each player who enters the game plays through three rotations before coming to the bench for a rest. When you progress to 4 versus 4 or the standard six-player game, there are limits on substitutions and how many times a player may enter the game.

In youth volleyball, the three on-court players position themselves so that one player is in the front half of the court (frontcourt) and the other two players stand in the back half (backcourt). In six-person volleyball, players are positioned similarly to cover the front- and backcourt areas. Figure 6.2 shows the

Table 6.2 Types of Volleyballs

Ball type	Size	Weight	Special features	Age group
Standard	#5	9-10 oz	Leather/synthetic	12 and older
Standard light	#5	8.75 oz	Synthetic leather	10–12 years
Foam	#5	Varies	Dense foam, rough surface	6–8 years
Foam	#5	Varies	“Elephant skin” surface	6–8 years
Beach ball	Varies	Varies	Plastic or rubber	6–8 years

basic serve receive position used to start a match in both adult and youth volleyball.

The game starts as one team serves the ball over the net to the opponent. The opposing team tries to receive the serve by using a forearm pass or "dig" to a setter (first contact), who sets to an attacker (second contact), who attempts to hit the ball into the opponent's court (third contact). Although it is not illegal for your players to hit the ball over the net on the first or second contact, players learn that controlling the three-hit combination allows their team to set the ball up for a more effective attack. After the serve, players may move to any court position they wish. After the serve, play continues until the ball hits the floor or a player on either team makes an error (i.e., hits the ball out of bounds or into the net). Players rotate one position (clockwise) when their team obtains the serve (except when they're receiving the serve for the first time in a match).

In the standard six-player game, players starting in the backcourt are not allowed to block or attack in front of the attack line. This *backcourt rule* is not used in youth volleyball.

In youth volleyball, substitutes enter the game after players on the court have rotated through each position once. After each game, teams change sides. Each team may take

two 30-second time-outs in each game to discuss strategy or make changes.

Player Positions

Before explaining player positions, we want to emphasize the importance of the role you play in helping your young athletes learn *all* the positions. Up until their early teens, players should work on developing all the basic skills of volleyball without specializing at any one position. Many times, due to differences in physical, mental, or social maturity, young players are pushed into specialized roles (the tallest players are taught only to block and hit; the shortest players are just expected to pass and set) only to find later on that other roles are more appropriate for them. All players must develop the fundamental skills of volleyball (serving, passing, setting, hitting, individual defense, and blocking) to play the game effectively. Make sure your players have an opportunity to play all positions; doing so will enhance their skills in competition.

To make court positioning easier for your players to understand, show them the three different court positions used for receiving a serve in youth volleyball (see Figure 6.2). If

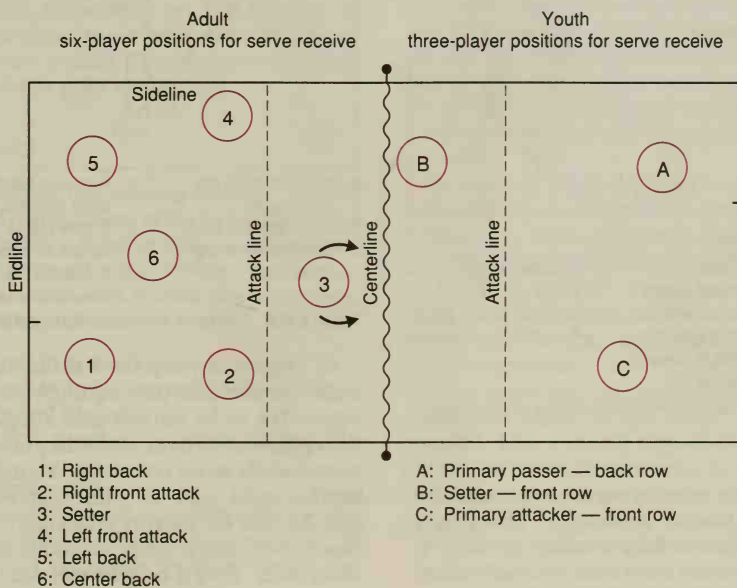


Figure 6.2 Serve receive positions for three- and six-player volleyball.

you are coaching six-player volleyball, Figure 6.2 also shows you how to position your players to begin play.

Because our focus is on youth volleyball, we will describe only the positions of the three-player game. Although the basic concepts are similar to those of the standard six-player game, it is not within the scope of this guide to present the various six-player position options. You can find this information in other volleyball books.

In youth volleyball, all players must be able to execute the basic skills of each position because they rotate and play each one.

Unit 7 will help you teach the skills required in each of the youth volleyball positions. The next section will describe the primary and secondary skill assignments for each position.

Player A

Player A is in an offensive position briefly when serving and becomes a passer on defense as soon as she or he has served. When receiving a serve, Player A is one of the serve receivers in the back row. This player will become the secondary setter if Player B (primary setter) receives the first ball over the net. Player A is in the first contact position (see Figure 6.3).

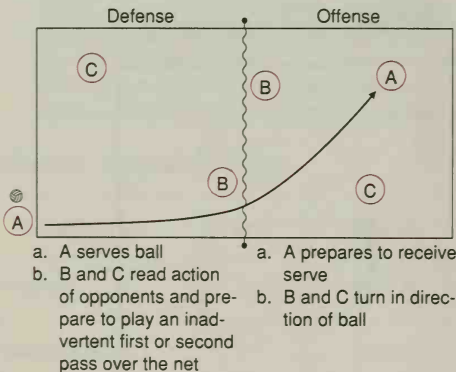


Figure 6.3 Primary responsibilities of Player A.

Player B

Player B is the primary setter on offense and the primary blocker on defense. This player becomes the secondary attacker if Player C (primary attacker) makes the second contact

and must set for Player B. This player is in the second contact position (see Figure 6.4).

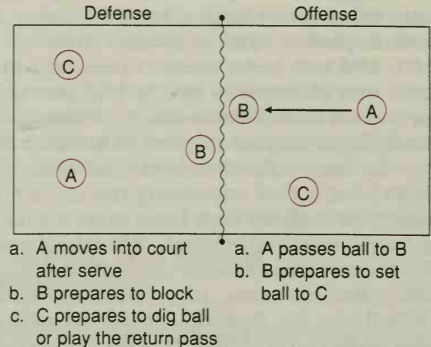


Figure 6.4 Primary responsibilities of Player B.

Player C

Player C is the primary attacker on offense and primary digger (attack receiver) on defense. This player will be the secondary digger (serve receiver) or secondary setter if the served or attacked ball goes to Player A or B. Player C is in the third contact position (see Figure 6.5).

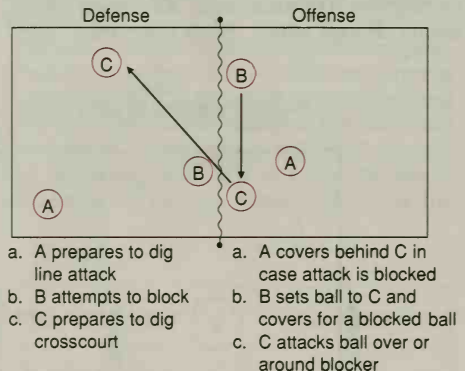


Figure 6.5 Primary responsibilities of Player C.

As players develop their skills, they'll become comfortable playing anywhere on the court. Try to be patient and supportive as your players learn the skills they need to play successfully in all positions. Young players need a solid base to gain confidence and enthusiasm for playing volleyball. As their coach, help them learn the skills and positions well. They'll be glad you did.

Scoring Points

Various scoring methods are used in volleyball. Depending on the type of competition, your team will use different scoring formats to speed up the game, keep tournaments on schedule, and give as many teams as possible an opportunity to play. In all scoring methods, the team that commits an error (hitting the ball out of bounds, into the net, and so on) forfeits their opportunity to serve.

- **Standard-format scoring.** Games are played to 15, by 1's. Only the serving team may score points, and a team must win by 2 points. A match consists of one team winning two out of three games. Use this format when only two teams are competing and time is not a concern.
- **Rally scoring.** A point is scored on every serve no matter which team served. The team who wins the point gets to serve the next point. For example, Team A serves the ball out of bounds; Team B gets the point and the next serve. This is a good format to use when time is limited. It is the only format in which the nonserving team can score points.
- **Timed games.** In large 3-versus-3 tournaments or round-robin competition, time is used to keep the competition running smoothly. Depending on the number of teams and courts available, 8- to 10-minute games are typical. Timed games may use standard or rally scoring.

Violations

Depending on the scoring system used, a team that commits one of the following errors is penalized by a point or side out (serve goes to the opponent). The referee starts and stops the action and makes final decisions on all playing rules.

- The ball hits the floor.
- The ball is held, carried, thrown, lifted, or pushed illegally.
- The ball touches a player below the waist.
- A player touches the net.
- A player's foot completely crosses the center line onto the other team's court. If any part of a player's body above the

waist touches the opponent's court, that is also an error.

- A player touches the ball twice consecutively. (Exception: When participating in a block, a player may block the spike and then contact the ball again before another teammate contacts it.)
- A team contacts the ball more than three times consecutively (except when blocking; see preceding point).
- A ball lands outside the court or touches an object outside the court.
- A player steps on the line when serving.
- A player attacks or blocks the ball when it is completely on the opponent's side of the net before it has been contacted by the offensive team. If any part of the ball is over the net, an opponent may contact it.

Referees

Most youth volleyball referees are volunteers, not professionals. As a volunteer, you surely understand and appreciate the difficult but important role referees play in youth sport. We also hope you will consider this when reacting to a referee's decisions during a match. How you react when you think a referee has made a mistake is very important. Be a good role model for your players and their parents. If you think a rule was not properly enforced, raise the issue calmly or ask your floor captain to speak to the official for a clarification. It is *never* appropriate to scream or berate a referee's character during a match.

Remember, youth volleyball is for players to learn skills in a fun and motivating atmosphere. Do what you can to create this type of atmosphere when coaching your players and dealing with referees. Your players and their parents will learn a lot about being good sports by emulating your coaching behavior.

Referees enforce the rules of the game as well as make sure players are participating within the spirit of the rules. Players or coaches who commit any of the following actions may cause their team to be given an individual or team penalty:

- Making rude or vulgar remarks or gestures

- Engaging in disruptive or distracting behavior during the game from outside the court
- Yelling, shouting, or clapping at an opponent who is playing or attempting to play a ball

A referee may warn a coach or player (yellow card) about unsportsmanlike behavior. Referees may also penalize a coach or player (red card) by awarding the opponent a point or side out for continued inappropriate behavior. Finally, a referee may eject a coach or player from the court for excessive misconduct. See Appendix B for a complete list of volleyball officiating signals.

If you would like more information on the game of volleyball or more specific rule interpretations, you can contact the following sources:

United States Volleyball Association
National Sales Office
3595 E. Fountain Blvd., Suite I-2
Colorado Springs, CO 80910-1740
(800) 275-8782

American Volleyball Coaches Association
1227 Lake Plaza Dr.
Colorado Springs, CO 80906
(719) 576-7777

National Federation of State High
School Associations
National Federation of State High Schools
11724 Plaza Cir., PO Box 20626
Kansas City, MO 64195
(816) 464-5400

National Association of Girls and Women
in Sports
NAGWS/AAHPERD
1900 Association Dr.
Reston, VA 22091
(703) 476-3481

UNIT 7

What Volleyball Skills and Drills Should I Teach?



In Unit 4 you learned how to teach skills and plan practices. This unit introduces you to the basic skills of volleyball and provides innovative drills and teaching ideas that will help you make this game come alive for your players.

Volleyball requires mobility, balance, and jumping skills. This unit will help you guide your players as they develop these skills so they can enjoy playing at any level. We'll emphasize these five primary volleyball skills:

- *Serving*
- *Forearm passing*
- *Setting*
- *Hitting*
- *Blocking*

With young, inexperienced players, you'll have your work cut out for you. Emphasize the basics to give players a solid foundation on which to build. As you'll see, many volleyball skills complement each other in the

learning process. We'll present ideas to help this learning progress smoothly and to add variety and fun to your practices. If you use these teaching tips, your players will learn the fundamentals while having a lot of fun.

How Do I Use Volleyball Drills Effectively?

Two simple coaching measures will improve the quality and effectiveness of your practices: teaching players to toss balls properly, and setting success goals for every drill. Once players can toss the ball properly, you'll have more time to coach and instruct. Helping players set goals for practices gives them something to strive for as they learn new skills.

Tossing

Tossing is an important yet often overlooked part of running effective drills. The skill looks easier than it actually is. Teaching players how to toss will take some time, so be patient. Tossing the ball with no spin makes learning and performing new skills much easier. Initially, *you* may have to do a lot of the tossing until your players are able to toss for each other. But once players learn to toss, they can run their own drills under your supervision.

With your feet shoulder-width apart, demonstrate a soft two-handed toss from below your waist to a partner who catches it just above the head. Emphasize that there is no spin on the ball and the toss is high and soft. Have each player practice this with a partner about 10 feet away. It will take a lot of practice for them to toss softly and accurately, even to a partner who is stationary.

Setting Success Goals

Having fun is near the top of most young volleyball players' list of goals. And it should be a primary goal of yours as well.

But developing players' skills should be another major goal. To achieve this, incorporate tangible measures of success in practice drills to support and monitor your athletes' improvement. Establish an objective for each drill. Every objective should be realistic for

the players' ages and skill levels. As an example, you might have your players achieve one of the following goals before they rotate or move on to another drill:

Jamie must hit 7 of 10 serves into the court before rotating.

Reggie should be able to set the ball to the target three times in a row.

The first group of three that can complete the pass, set, and spike contact sequence can rotate to the next drill station.

The player who spikes the most balls into a specific area can get the first drink.

Players have more fun and improve when they have something to aim for. Give them appropriate challenges to achieve success in practices and games—regardless of the score.

Serving

Besides putting the ball in play, the serve can be an effective way for a team to score points quickly. A good server can provide the momentum to boost his or her team to victory. Only the team that is serving (except in rally scoring) can score points. The server may choose to serve underhand or overhand. In youth volleyball, the server generally learns the underhand serve first.

Underhand Serve

The underhand serve allows beginning players to put the ball in play. It is easier to control than the overhand serve because there is no toss involved. Here are some coaching points that will help you introduce the skill.

Underhand Serving Fundamentals

1. Start with the weight on the back foot and the ball held in front of the toe on the hitting side (see Figure 7.1a).
2. Hold the ball in the "shelf" (nonhitting) hand and hit the ball right out of the hand (see Figure 7.1b).
3. Keep eyes focused on the ball until contact is made with the heel of the hand. Transfer weight from the back to the front foot as the arm swings to contact the ball (see Figure 7.1c).

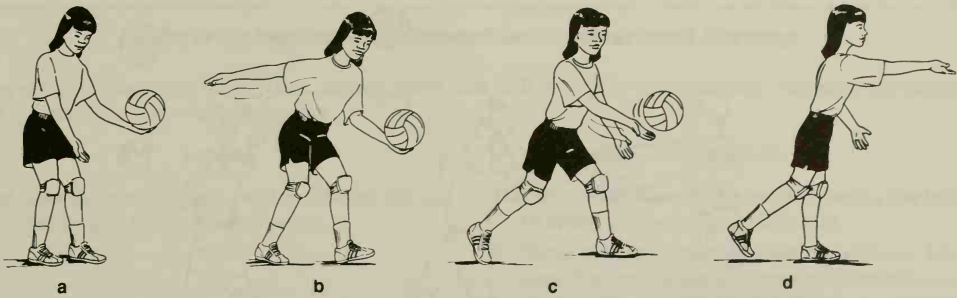


Figure 7.1 Underhand serving fundamentals: (a) weight on back foot, ball in front; (b) ball in shelf hand; (c) arm swinging to contact ball; and (d) the follow-through.

4. Follow through with the hitting arm toward the top of the net. The hitting arm and back leg should be in line with the follow-through (see Figure 7.1d).

Underhand Serving Drill

Name. Underhand Serving Drill

Purpose. To teach the mechanics of the underhand serve

Organization. Tape a line (representing the net) on a wall, approximately 6 to 8 feet high. Tape another line on the floor 15 feet from the wall and have players spread out behind it and work on the underhand serving technique. First, have them set up and shift their weight without the ball. Progress to contact and follow-through as they aim to hit the serve above the line on the wall.

Coaching Points. Remind players to hit the ball out of the shelf hand as they transfer their weight through the serve.

Overhand Serve

The overhand serve is a bit more challenging for novice players because they must be able to toss consistently. The overhand serve requires more coordination, timing, and strength, so teach it to players only after they have mastered the underhand serve.

Overhand Serving Toss

The toss is the key to a successful overhand serve. A ball tossed too high or too low will cause the server to “chase” the toss and move

out of proper precontact alignment. Servers should think of the ball as an extension of the shelf hand reaching up (see Figure 7.2). Tell players to toss the ball 12 to 18 inches above the shelf hand when that arm is fully extended. The toss should always be in front of the hitting shoulder. Let players practice tossing without making contact to learn the optimal tossing height for the overhand serve.



Figure 7.2 Overhand serving toss.

Overhand Serving Fundamentals

1. The front toe (opposite the hitting side) is pointed at the target area, and the weight is back on the opposite leg. The shelf hand holds the ball extended from the body at shoulder level in front of the hitting arm (see Figure 7.3a).
2. The elbow of the hitting arm is as high and as far back and away from the

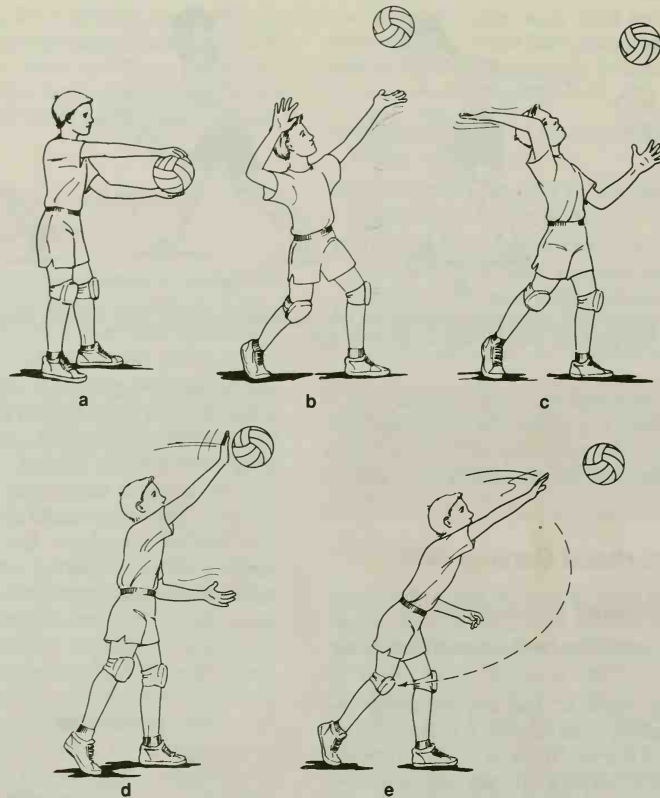


Figure 7.3 Overhand serving fundamentals: (a) ball in shelf hand, (b) ball toss 12 to 18 inches in front of hitting shoulder, (c) shoulders and hips coming through, (d) heel of hand contacting ball, and (e) follow-through, hitting arm swinging through to hitting leg.

shoulder as possible. The toss should be 12 to 18 inches above the shelf hand in front of the hitting shoulder (see Figure 7.3b).

3. Weight transfers forward as the shoulders and hips come through and the player prepares to contact the ball (see Figure 7.3c).
4. The heel of the hand should contact the ball with the arm fully extended and the wrist stiff (see Figure 7.3d). The hand should contact the ball at the 1 o'clock position.
5. On the follow-through, the hitting arm should align with the hitting-side leg. The arm does not cross in front of the body after making contact (see Figure 7.3e).

Overhand Serving Drills

Name. Shift and Contact

Purpose. To teach players how to shift their weight forward and contact the serve at the 1 o'clock position.

Organization. Have players throw (one-handed overhand) to a partner 10 feet away. As the players throw back and forth, they shift their weight and concentrate on preparing to release the ball at the 1 o'clock position. Next, have players toss the ball (12–18 inches) above the shelf hand to themselves. Players should shift weight forward and reach up to make contact at 1 o'clock. Finally, have players practice tossing and hitting their serves at the 1 o'clock position above the tape on the wall used in the underhand serving drill.

Error Detection and Correction for Overhand Serving

Players get frustrated when they cannot serve the ball into play consistently. Usually the toss is the problem in the overhand serve.

ERROR

The toss is inconsistent, which makes for an unreliable and uncontrolled serve.

CORRECTION

1. Check that the shelf hand is tossing the ball in front of the hitting shoulder.
2. Have players practice tossing without hitting the ball to help them concentrate on tossing the correct height (for the overhand serve, 12–18 inches from the shelf hand with arm extended).
3. Make sure the server's feet are properly positioned.
4. The server should be making contact with the heel of the hand at the 1 o'clock position.

Coaching Points. Emphasize weight transfer and contact with the ball at the 1 o'clock position. Encourage consistent tosses off the hitting shoulder.

Name. **Picking Your Spot**

Purpose. To teach players how to control and direct their serves to specific areas on the court

Organization. On both sides of the net, players, each with a ball, line up at midcourt facing the net. The two groups take turns serving back and forth, aiming for specific target areas designated by the coach. As players achieve their goal of hitting the target area, they move 5 steps further back toward the endline. As players' skills develop, use towels or hoops on the floor for targets.

Coaching Points. Players should practice serving to the following areas on the court: short, deep, line, and cross. Your players may not be able to hit the targets, but aiming at something will help them focus and concentrate.

Forearm Passing

"Bump it over, Chris!" "Great dig, Katie!" Whether it's a last-ditch effort to save an errant pass from going out of bounds or a diving dig for an opponent's attack, the forearm pass helps make volleyball exciting. The forearm pass is used to receive serves and

spikes, dig balls that are at waist height or lower, and play any ball that has gone into the net. Any hard-driven spike or serve should be received with the forearm pass. Gaining control of the ball and accurately passing it to a teammate generates the offensive attack.

Beginning players usually feel comfortable contacting the ball off their forearms. Some will complain of a "sting" as the ball hits their arms. But as their technique improves, they won't be "hitting" or swinging at the ball; they'll learn to soften and direct the pass.

Forearm Passing Ready Position

All players must be able to pass a serve or dig a spike with the forearm pass. The forearm pass begins with a good ready position. From there, players can execute the forearm pass and deliver the ball to the setter to begin the offense.

To learn the ready position for forearm passing, have your players stand with feet shoulder-width apart, toes turned slightly in, and the right foot just slightly ahead of the left. As they bend at the waist and flex the knees, their weight should shift slightly forward onto the balls of the feet. Make sure the head and shoulders are only slightly in front of the knees, and the arms are relaxed and extended in front of the body at a 45-degree angle. Have them keep the head up to follow

the ball while keeping knees bent and weight over the balls of the feet (see Figure 7.4).



Figure 7.4 Forearm passing ready position.

Forearm Pass Hand Position

When teaching the forearm pass, show your players how to join their hands to create a solid platform. Figure 7.5 shows how the thumbs can be joined and pointed down to make the forearms form a flat platform. In all variations of the forearm pass, hand position is important to ensure a flat surface with the forearms.



Figure 7.5 Forearm pass hand position.

Platform Tilt

The platform tilt allows players to direct their passes to a target (see Figure 7.6). When unable to face the target squarely, players can "dip" the shoulders and tilt the platform (the flat surface created by the forearms) to direct the ball accurately. The platform does not change (it still remains flat), but the angle at which the ball hits and rebounds off the platform is adjusted to make the pass possible.



Figure 7.6 Platform tilt.

Forearm Passing Fundamentals

1. Begin in a balanced ready position with the arms relaxed but extended away from the body at about 45 degrees (see Figure 7.7a).
2. Join hands to form a flat surface with the forearms. The key is getting the thumbs together and pointed down to the floor to form a flat forearm platform (see Figure 7.7b).



Figure 7.7 Forearm passing fundamentals: (a) arms relaxed and extended; (b) thumbs together, pointed downward; and (c) arms directing the ball to the target.

3. At contact, flex the legs. The arms follow through and direct the ball to the target (see Figure 7.7c).

Forearm Passing Drills

Name. Triangle Passing

Purpose. To teach players to pass at angles and use communication skills

Organization. Players form a triangle (see Figure 7.8). Player 1 tosses to Player 2, who forearm passes to Player 3. Player 3 catches the ball and tosses to Player 1, who forearm passes to Player 2. The drill continues with

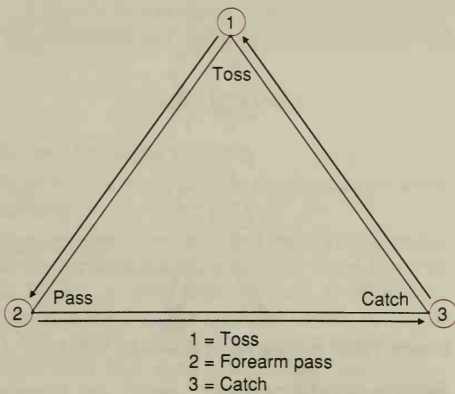


Figure 7.8 Triangle passing drill.

the tosser saying “pass,” the passer saying “mine,” and the catcher saying “ready.”

Coaching Points. Remind players who are passing to square their hips to the ball, not the target. They should stay low and tilt their platform to direct the ball to the target. Emphasize accuracy—meaning no catcher should have to move more than two steps.

Name. Hit the Setter

Purpose. To teach players to forearm pass the ball to the setter

Organization. The server (SR) tosses or serves the ball to the passer (P), who forearm passes to the setter (S). S catches the ball and carries it back to the SR position (see Figure 7.9). The whole group rotates positions after each pass, and the setter becomes the next server. All tosses or serves should be underhand.

Coaching Points. Reinforce the concepts of ready position, platform, and tilt as well as communication skills. A good pass should be higher than the net and close enough to the setter that he or she can receive the ball with an overhead catch.

Variations. The setter stands inside a hula hoop. Have P1 or P2 pass so the setter can catch the ball without moving outside the hoop. Move your passers to different places on the court to help them learn how to “hit the setter” from different angles. Using four

Error Detection and Correction for Forearm Passing Technique

Young players often have a hard time judging speed and distance on a moving ball. They might overrun a ball or not even come close to making contact.

ERROR

A player misjudges balls and makes contact with the hands and sometimes the upper arms instead of the forearms.

CORRECTION

1. Watch carefully as the player contacts the ball. Emphasize moving the feet *first* to get into a balanced position before contacting the ball.
2. The ball should contact the forearms between the elbow and the wrist on the flat platform. A player can overcome misjudging the ball by tilting the forearm platform to deflect the ball toward the target.
3. Have the player establish a low position and extend the arms away from the body when contacting the ball.

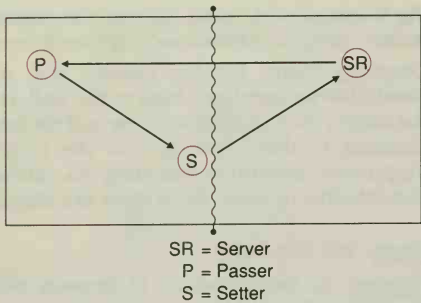


Figure 7.9 Hit the setter drill (one passer).

players, SR tosses or serves underhand alternately to P1 and P2. P1 and P2 forearm pass to S (see Figure 7.10). The passer who is not receiving must turn and face the passer receiving the ball and stay in the ready position, ready to hustle after an errant pass.

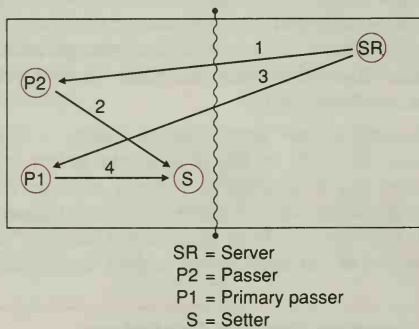


Figure 7.10 Hit the setter drill (two passers).

Setting

The overhead pass, or set, is generally the second contact made in setting up an attack. It may also be used to keep the ball in play when a forearm pass or attack is not possible. The person setting is directing the attack. The setter can see the entire court from the net and determines which hitter is in the best position for an attack.

Beginning players are sometimes afraid of setting with a hard ball. Consider using softer, lighter balls initially to teach the correct hand position. This way players won't worry about getting hit by the ball and can concentrate on learning the correct technique. As soon as they have gained some confidence, begin using a regular volleyball.

Setting Ready Position

Getting players prepared to set a ball from the correct ready position is the first part of a successful set. Begin by having players stand with their feet shoulder-width apart, right foot slightly ahead of the left, facing the left side of the court. The knees are bent slightly and the weight is on the balls of the feet. In this semicrouched position, the player's hands are cupped above the forehead, waiting for the volleyball (see Figure 7.11).



Figure 7.11 Setting ready position.

Setting Hand Position

Players should cup their hands in front of the forehead and locate the ball through the "window" formed by the thumbs and forefingers. The wrists are cocked back and the fingers are spread and relaxed 4 to 8 inches from the forehead, as if holding a volleyball (see Figure 7.12).



Figure 7.12 Setting hand position.

Setting Fundamentals

1. In the setting ready position, the feet are staggered (the right slightly ahead of the left). The weight is on the balls of the feet. The hands are cupped above the forehead, locating the ball (see Figure 7.13a).
2. Contact the ball in the middle of the forehead (see Figure 7.13b).
3. The pads of the fingers, not the palm, should contact the ball (see Figure 7.13c).
4. Whenever possible, players should square their shoulders to the target. As contact is made, the setter extends the arms and legs up (see Figure 7.13d).

Setting Drills

Name. Triangle Setting

Purpose. To teach players the fundamentals of setting

Organization. Arrange players in triangles (as in the forearm passing drills). Player 1 tosses to Player 2, who sets the ball to Player 3. Player 3 catches the ball and tosses to Player 1, who sets to Player 2. Player 2 catches the ball, and the drill continues. The tosser should say "pass," the passer "mine," and the catcher "ready." Have the players complete five movements of the ball around the

triangle, with the players who receive the ball beating the ball into position, taking not more than two steps.

Coaching Points. Emphasize good, accurate tossing in this drill. A good set is more likely with a good toss or pass.

Variations. In the same arrangement, the players start with a toss and then set continuously, reversing direction on the coach's command. With four players, each player sets, moves quickly to the next spot on the floor, reestablishes position, and prepares to set another ball (see Figure 7.14). The fourth player starts in the corner where the ball begins. As Player 1 tosses to Player 2, Player 1 follows the toss and steps into Player 2's spot as Player 2 sets to Player 3. Player 2 follows the set to Player 3, and Player 3 then sets to where Player 4 has stepped in for

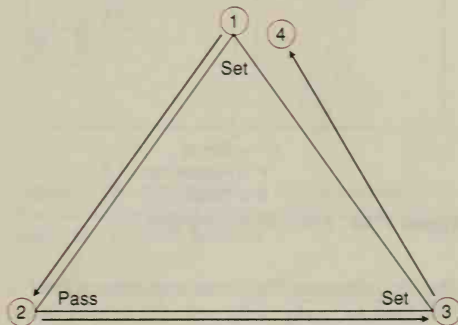


Figure 7.14 Triangle setting drill (four players).

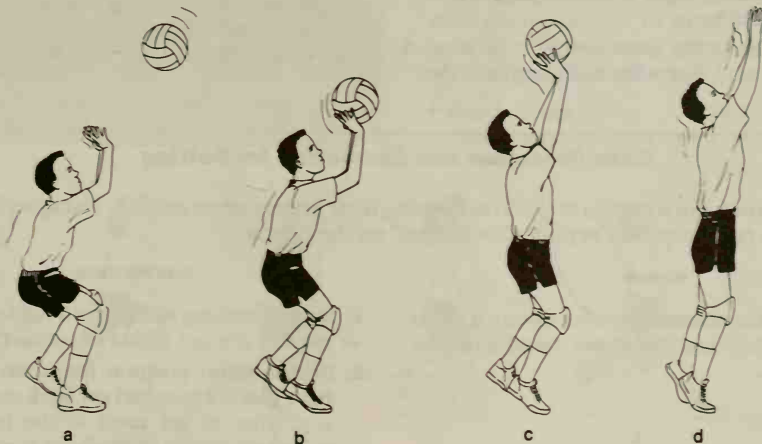


Figure 7.13 Setting fundamentals: (a) ready position, (b) ball contacted in the middle of the forehead, (c) pads of fingers contact ball, and (d) arms and legs extend at contact.

Player 1. As your players improve their skills, you may add a forearm pass to the second contact.

Name. Free Ball Setting

Purpose. To develop the setting skills to handle a free ball (first contact) and setting (second contact) situation

Organization. The server (SR) begins by tossing the ball over the net to the passer (P), who passes to the setter (S) (see Figure 7.15). S sets the ball parallel to the net to P, who moves up to within 3 feet of the net to catch the set and then rolls the ball back to SR.

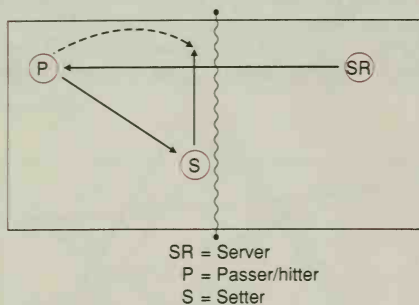


Figure 7.15 Free ball setting drill.

Coaching Points. The toss represents how a free ball, or easy, lofty return, would come back over the net. The passer and the setter work to make each other's tasks as easy as possible by using high, accurate passes and sets to each other.

Variation. Using the same setup, P forearm passes to S, and S sets the ball parallel to the

net to P. Move the passer to different free ball-receiving positions, and vary the angle at which P must pass to S.

Hitting

Pass, set, *spike!* Spiking a ball is one of the most thrilling plays at all levels. Once your players have the skills to set up a teammate for an attack (spike), they will enjoy the excitement that great team play generates.

The attack is a general term used to describe how the ball is played over the net. Spiking is the primary skill used to attack the ball and is usually the third contact in the three-contact offense. A team that develops a strong attack will have opportunities to score points more readily.

Hitting Ready Position

The ready position for an attack approach is slightly different from other ready positions. The spiker must turn and run back several steps from the net to have room for an approach to hit the ball explosively. The attacker should be standing in a relaxed position with arms comfortably at the sides. He or she should be at the side of the court, about 8 to 12 feet back off the net, waiting for the set (see Figure 7.16).

Attacking Fundamentals: The Approach

1. The most common attack approach is a four-step pattern. Left-handed players start with the left foot; right-

Error Detection and Correction for Setting

Beginning players are sometimes afraid of injuring their fingers when setting. Using softer, lighter balls, players can learn how setting should "feel" on the hands.

ERROR

Players are sometimes nervous about a hard contact so they use improper hand position when setting.

CORRECTION

1. Begin teaching setting with lighter balls so players are not afraid of contact.
2. Review hand position fundamentals and have players toss and set back and forth to a partner to get used to the feel of the volleyball falling from above them.



Figure 7.16 Attack ready position.

handlers begin with the right foot. A player needs an explosive movement from step 2 to step 3 to set up the quick foot plant into the jump (see Figure 7.17, a-d).

2. The arms swing back as high as possible on the third step. As the fourth (closure) step begins, the arms drive forward in a full sweeping motion to help drive the player off the ground to attack the ball (see Figure 7.17, e and f).

Attacking Fundamentals: Body Position and Contact

1. In contacting the ball, think of the arm as a whip and the hand as the tip of that whip. The snap of the whip begins in the shoulder. The hitting elbow should be drawn back, high and away from the shoulder (see Figure 7.18a).
2. As contact is made, the hand should be firm and open, hitting the top half of the ball with the palm. Contact the ball at the 1 to 2 o'clock position (see Figure 7.18b).

3. Follow through sharply, with the wrist snapping to direct the ball. The arm should follow through and finish on the same side of the body (not cross over the body).
4. Remind your players that it is a penalty to touch the net with any part of the body.

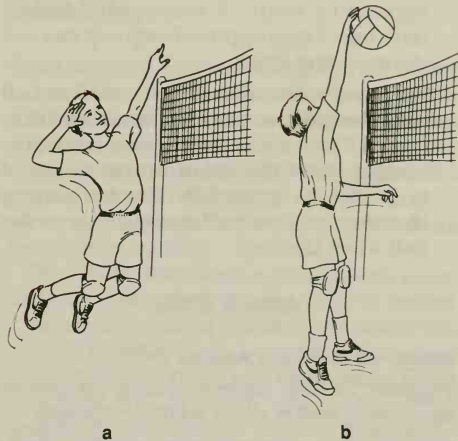


Figure 7.18 Attack contact fundamentals: (a) elbow drawn back and (b) open hand contacting the ball at the 1 o'clock position.

There are different ways to attack the ball. Each can be effective in scoring points. Usually, the harder the ball is hit, the less time opponents have to dig up the attack. However, teams can use other types of attacks with great success to keep opponents off balance. The following attacks are used in various game situations:

- *Hard-driven spike:* A ball hit forcefully down into the opponent's court.

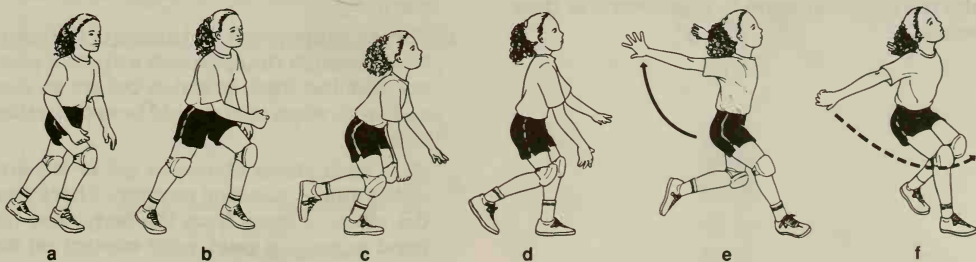


Figure 7.17 Attack approach fundamentals: (a-d) four-step approach footwork; (e) arms swinging back on third step; and (f) arms coming forward, driving the player up off the ground.

- *Off-speed spike:* A controlled placement of the ball to an open space. This attack is used when a block is present and the hitter can see that an open area around or behind the block is not being defended. The attacker may take a full swing, then let up and hit the ball softly to an open area.
- *Standing spike:* An attack used from a standing position to place the ball into the opponent's court. A player who doesn't have time for an approach or jump can use the standing spike.
- *Tip:* An open-handed placement of the ball with the pads of the fingers. An attacker uses a tip when he or she sees an opportunity to place the ball in an open area and is not able to swing fully. Remind players that they may not hold, grasp, or throw the ball when tipping.

Attack Drills

Name. Arm Swing Attack Drill

Purpose. To help players develop the proper arm swing and contact point for spiking

Organization. Players, each with a ball, spread out along a line 15 to 20 feet from the wall. Players toss to themselves (two-handed) and extend up to spike the ball down to the floor. The ball should hit the floor, then bounce up and off the wall. When the ball

bounces back, the player moves to catch the ball, and returns to retoss and hit again.

Coaching Points. Instruct players to concentrate on contacting the ball high (1 o'clock position) and following through with the wrist snap. Emphasize getting their elbows high (at shoulder height) and away from the body as they prepare to hit.

Name. Line Pepper

Purpose. To develop the proper arm swing and contact point for an off-speed hit from a tossed or passed ball

Organization. Three players stand in a line. The tosser in the middle has a ball (see Figure 7.19). The tosser begins by tossing a high, soft ball to Player 1, then steps aside to allow the drill to continue. Player 1 then makes a standing off-speed hit across to Player 2.

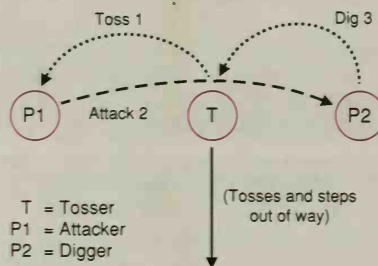


Figure 7.19 Line pepper drill.

Error Detection and Correction for Attack

Timing is critical in attacking a set. Young players often forget the approach, jump too soon or too late, and then have problems hitting accurately when they get into the air.

ERROR

Players keep hitting the ball out of bounds or into the net. They seem to lack control of their bodies.

CORRECTION

1. Players must contact the ball at the peak of the jump.
2. Check the approach and timing of the jump. Walk through the approach with your players. Remind them to watch the set so they can judge when they should be approaching to hit.
3. Have each player show you her or his arm swing from a standing position. Check that the elbow is away from the body, and the hand is making good, solid contact on the ball with the palm of the hand.

Player 2 must dig for Player 1's spike and try to target the dig for the tosser, who reenters the drill to catch the dig from Player 2. Rotate.

Coaching Points. The tosser must toss the ball high enough for Player 1 to hit. Player 1's hit must be accurate enough so that Player 2 can dig the pass back to the tosser.

Name. Two-Player Jumping Spike Drill

Purpose. To develop players' abilities to attack the ball with an approach jump

Organization. Players form pairs; each pair should have a ball. From the setting position, one player sets (from a toss) the ball about 15 feet high and 1 to 2 feet off the net. The partner, concentrating on timing and the approach, attacks the toss and hits it in the opposite court. Each player hits 10 spikes before rotating.

Coaching Points. Emphasize proper footwork in the approach, exploding upward, and trying to hit the ball at the peak of the jump. You can make this drill competitive by awarding a point for every hard-driven spike into the court and no points for a tip, and subtracting a point for every ball hit into the net or out of bounds.

Name. Attack Recovery Drill

Purpose. To help players develop timing for the approach jump and combine two skills in sequence (the pass and the spike)

Organization. Use two to four balls in each court. Server (SR) tosses or serves to passer (P). P sets balls that are high and slow or forearm passes balls that are low and fast to setter (S). S sets balls that are high and slow or forearm passes balls that are low and fast to P. P approaches the net and jumps to attack the ball into the opposite court (see

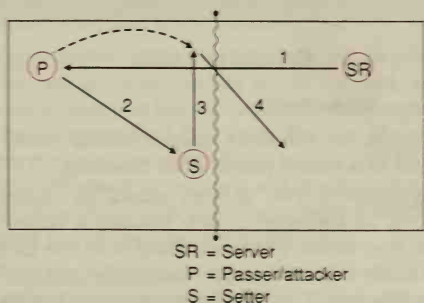


Figure 7.20 Attack recovery drill.

Figure 7.20). P retrieves her or his own attack and moves to the serving position. SR becomes the setter and S moves to P's position.

Coaching Points. If the timing of this drill is too difficult, have the attacker perform a standing spike.

Blocking

Good blocking involves timing and the ability to read the offensive hitter's intentions. As you introduce blocking to your team, emphasize that every player, short or tall, can have an effective role as a blocker. Although taller players have an advantage, shorter players can certainly block to deflect and slow down hard-driven spikes.

The object is to block a hard-driven spike back into the opponent's court, or to deflect it high into the air on the blocker's side of the court. If the offensive team is allowed to spike without a block, it will very likely earn a point or a side out. In youth volleyball, with a smaller court and fewer players, blocking is limited to one blocker and simple footwork.

Blocking Ready Position

The ready position gets your players aligned to set a good block. Begin by teaching your players to stand facing the net with hands held shoulder-width apart at head level. The hands should be open with the fingers spread and the palms facing the net. The knees are slightly bent, and the weight is on the balls of the feet. Players will move in this coiled position, ready to spring up to block an opponent's attack (see Figure 7.21).



Figure 7.21 Blocking ready position.

Blocking Hand Position

As the blocker jumps to block, the hands should surround and smother the ball (see Figure 7.22). The blocker's fingers are spread and angled to deflect the ball toward the floor. The hands do not wave or flail at the ball. A blocker who is short, is a weak jumper, or is late jumping to block may perform a *soft* block (see Figure 7.23). The blocker's fingers are still spread, but the hands are angled backwards toward the blocker's court. The soft block merely deflects the ball back into the blocker's court to be played by teammates. The rules allow the blocker's team to make three more contacts if a soft block is deflected and playable.

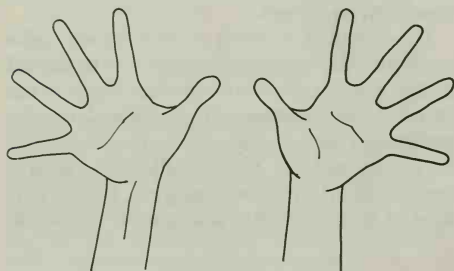


Figure 7.22 Blocking hand position.

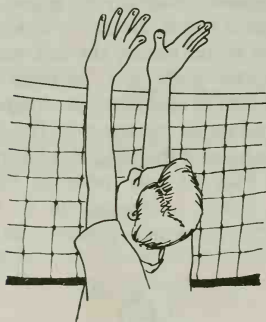


Figure 7.23 Soft blocking hand position.

Blocking Footwork

When moving along the net, a blocker uses the step-close-step footwork pattern to get into position across from the hitter. From the semicrouched blocking ready position (see Figure 7.24a), the player steps first with the leg closer to the direction in which she or he intends to move (see Figure 7.24b). Next, the

player closes the feet together by pushing off the trailing foot. The feet do not cross. The player is now ready to explode up to block the attack (see Figure 7.24c). This step-close-step footwork helps players control their momentum and maintain balance when blocking.

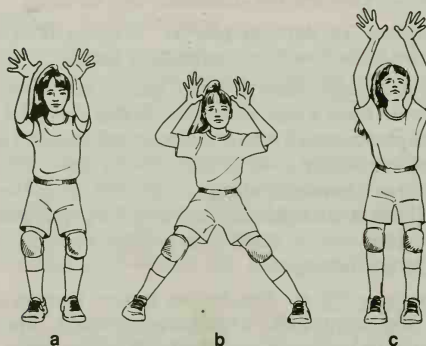


Figure 7.24 Step-close-step blocking footwork.

Blocking Fundamentals

1. The blocker should face the net with legs flexed and slightly bent. Hands are open and relaxed, held in front of the shoulders at head level (see Figure 7.25a).
2. As the attacker goes up to hit, the blocker watches the hitter and explodes up from the coiled position to block the ball back into the opponent's court with both arms and hands extended (see Figure 7.25b).
3. Emphasize that players should stay out of the net and off the center line. Players should land on both feet and be ready to move in any direction after blocking (see Figure 7.25c).

Blocking Drills

Name. Slide Drill

Purpose. To reinforce proper lateral movement in a coiled position for blocking

Organization. Two players stand on chairs about 10 feet apart, each holding a volleyball just above net level. They hold the ball on their side of the net, facing the net and the blocker. The blocker jumps and blocks (makes contact with) the first volleyball,

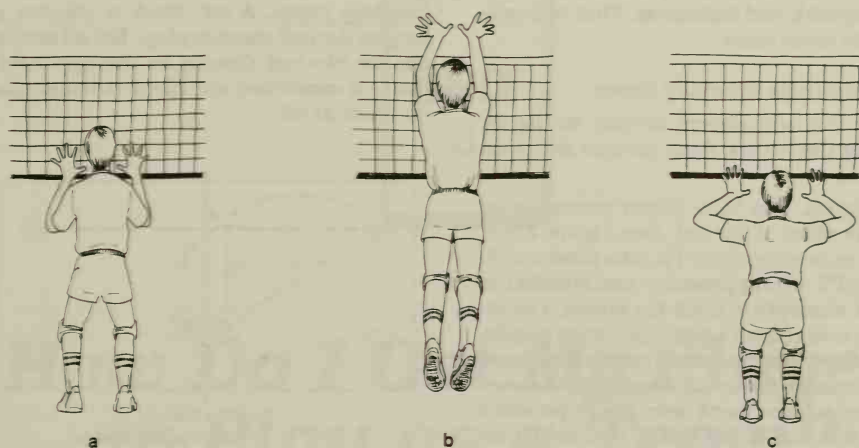


Figure 7.25 Blocking fundamentals.

lands, and moves into a coiled ready position (using the step-close-step lateral footwork) to block the other volleyball being held. The player goes back and forth using the step-close-step footwork and jumps to block (contact) the balls being held by the players on the chairs.

Coaching Points. Make sure players move with their hands at head level, with their eyes on the imaginary hitter, and in a coiled position.

Variation. After the blocker lands from a block, have the players on the chairs toss a ball in a high arch to each other. Challenge the blocker to get to the spot where the ball is being tossed before it is caught.

Name. Player vs. Coach Blocking Drill

Purpose. To teach players what a hard-driven spike feels like when blocking

Organization. With the net lowered so players can get their hands above the net, the coach tosses to herself and spikes the ball at the outstretched blocker's hands. Players earn a point for either blocking the ball back into the coach's court or a soft block back into the blocker's court, and lose a point if the ball goes out of bounds or into the net.

Coaching Points. As players' strength and skills develop, use a higher net and have players jump to block the coach's attack.

Name. Form Blocking Drill

Purpose. To develop the blocker's timing with the set and the attack

Organization. Passer (P) tosses to setter (S), who sets to attacker (A) (see Figure 7.26). A approaches to spike. When S contacts the ball, blocker (B) moves to block the attack with a step-close-step footwork pattern. B moves back and forth with each toss to S. B gets 2 points for every block into the opponent's court and 1 point for every soft block back into the blocker's court. B must get 5 points before players rotate positions.

Coaching Points. You may add a server on B's side of the court to make the drill more gamelike. Make sure you don't rush your players into variations if they're struggling

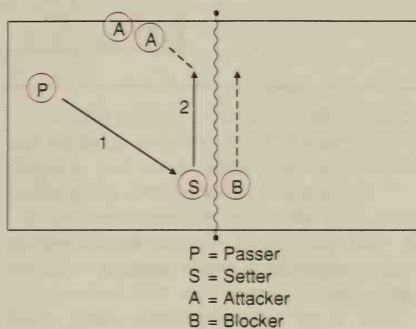


Figure 7.26 Form blocking drill.

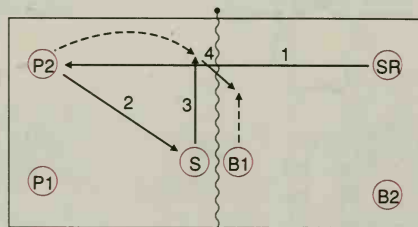
with footwork and technique. That will only frustrate them more.

Name. Triangle Blocking Game

Purpose. To help players develop timing for blocking the attack from various areas on the court

Organization. Two three-player teams are on opposite sides of the net (see Figure 7.27). SR serves to either P1 or P2, who passes to S. S sets to P2, who approaches and attacks the ball. B1 attempts to block the attack. The attacking team earns a point by hitting a spike into the opponent's court. The blocking team earns a point for a soft block into its own court or a block back into the opponent's court. If a ball is hit out of bounds by an attacker or is blocked into the net or out of play, the team loses a point. Play stops after each attack and block, players rotate, and teams switch serving. The game is played to 7 or more points depending on the players' abilities.

Coaching Points. A soft block is effective as long as the ball stays in play. Not all attacks can be blocked directly to the opponent's floor. A controlled soft block is better than no block at all.



SR = Server
 P2 = Passer/attacker
 P1 = Passer
 S = Setter
 B1 = Blocker
 B2 = Blocker/digger

Figure 7.27 Triangle blocking game.

Error Detection and Correction for Blocking

Blockers often have a hard time keeping their hands firm and angled properly. When a blocker's hands are not properly positioned, an attacker will be able to hit balls off the block and out of play.

ERROR

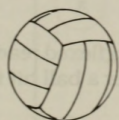
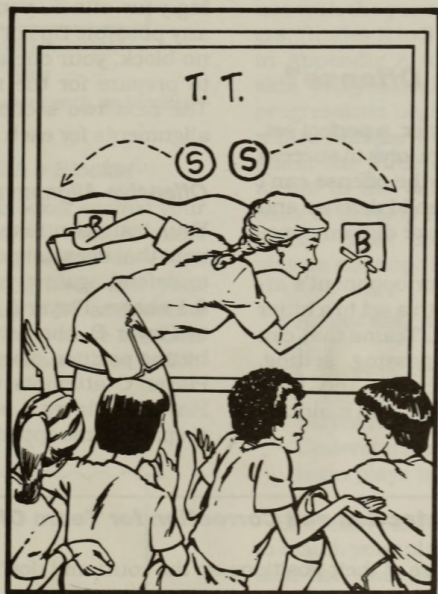
Hard-driven and off-speed attacks are deflecting off the blocker and out of bounds.

CORRECTION

1. The blocker must keep her or his body parallel to the net, with hands extended over the net if possible.
2. The blocker should turn the outside hand *in* toward the court so the ball will rebound back into the attacker's court.
3. The blocker should keep the hands firm and strong, angled for a deflection to rebound directly down (unless the blocker is executing a soft block).

UNIT 8

How Do I Get My Players to Play as a Team?



Developing individual skills is important, but getting your players to play as a team and work together can be an even bigger challenge. Can your players recognize when to block the opponent's attack? Do they try to set each other up for a spike, or just try to "get it over"?

Helping players improve their individual skills is only the start. To develop team players, you must also help them learn to make good decisions on the court.

Good progression in drills and lead-up games allows players to develop their team decision-making skills in situations that are competitive but not overwhelming. Players learn team concepts best in a FUN and

challenging practice atmosphere. So don't rush players into competition too soon. They'll let you know when they're ready.

In this unit, you'll learn how to work with your players in developing their team play. We'll explain how to take the skills described in Unit 7 and use them to build your team's framework for competition. Here are the keys to putting your TEAM together:

- T** — Teach your players the tactics of volleyball.
- E** — Emphasize group accomplishments over individual success.
- A** — Assist players in learning the skills they'll need in each position.
- M** — Make everyone feel a part of the team through participation, instruction, and attention.

What About Team Offense?

An accurate pass to the setter, a perfect set, and a hard-driven attack are keys to success in offensive volleyball. But the offense can't start until the team plays solid defense and passes an opponent's serve or digs an opponent's spike.

After passing the serve (or opponent's attack), the offense begins with a set to a hitter and an attack over the net. Teams that can control the ball through passing, setting, and hitting will reduce errors and have better chances to score points and maintain the serve.

Defensive transition (passing the serve or the opponent's attack) is the most important skill in enabling the offense to develop. Later in this unit, we will cover defense and defensive transition. The remainder of this section will describe team offense once the ball has been passed or dug up following the opponent's serve or attack.

Offensive Alignments

After your team has successfully received a serve or volley from the opponent, your team is on offense. Offensively, your players will be working to set up a well-placed or hard-driven spike back over the net. In the following sections you'll see how to align your team's offense depending on the type of defense you face. If the opponents are blocking your attack, your players should cover any possible tips or deflections. If there is no block, your offensive alignment changes to prepare for the return offensive volley. The next two sections describe the player alignments for each of these two situations.

Offensive Alignments With No Blocker

Your team can take advantage of an opponent that does not put a blocker up at the net to defend against your attacker. As Figure 8.1 shows, Player A will make the first pass to Player B, the setter. Player C is in the hitting position, awaiting Player B's set. As Player C attempts to attack the set from Player B, Player B may step off the net and prepare for the opponent's return. After pass-

Error Detection and Correction for Team Offense

Sometimes players are unsure of their positions on the court and don't know who should play a ball hit between two players.

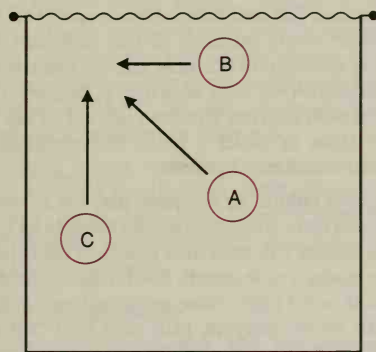
ERROR

Players stand around and don't communicate when a ball comes between them. Attacks or serves hit the floor, and the players blame each other for not playing the ball.

CORRECTION

1. Players should always be in a flexed ready position, prepared to go after a ball hit in their direction.
2. Players should turn to watch their teammates hit the ball and be ready to play an errant pass.
3. Players should practice calling "mine" in all situations when the ball is hit to them.

ing to Player B, Player A watches to see if Player C has a blocker and then prepares for the opponent's return as Player C hits the offensive attack. If Player C passes the first ball, Player B will still set, and Player A will assume the hitting role on the third contact.



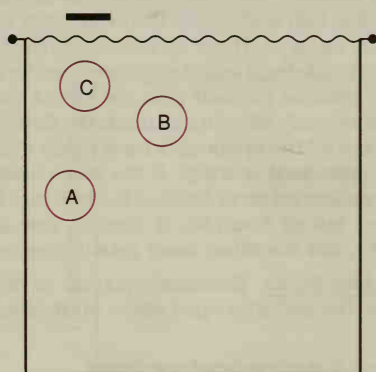
Offensive alignment with no blocker

A: Passer B: Setter C: Hitter

Figure 8.1 Offensive alignment with no blocker.

Offensive Alignment With a Blocker

If your opponent puts a blocker against your offensive alignment, you will need to make minor adjustments to provide coverage against a block deflecting back into your court. As Player C goes up to hit and faces a blocker, Players A and B will move in closer to Player C to cover a possible tip or deflection (see Figure 8.2).



With a blocker

— : Defensive blocker

A: Passer B: Setter C: Hitter

Figure 8.2 Offensive alignment with a blocker.

Players should look to see if the other team has a blocker at the net. Emphasize the importance of communicating with one another as they move into position and set the ball up for the hitter at the net. Making the adjustment for a blocker at the net is not difficult, but it's very important if your offense is to be effective.

Offensive Team Progressions

Lead-up games give players chances to practice their skills in small competitive doses. Your players will need some lead-up drills to help them begin working within the team concept. Beginning-level volleyball skill progressions will give you some ideas for these games.

These skill progressions are designed for use with the youngest youth volleyball players, Grades K to 3. Modify the practice plans in Appendix A to incorporate the lead-up skill progressions into your program. All progressions begin with a toss and catch to utilize familiar skills. After players understand the three contacts and basic movements to the ball, use balloons and foam balls to develop the idea of continuous volleying. These progressions will help your players develop the following:

- Agility and judgment in moving to the ball
- Correct positioning under the ball
- Understanding of court positions and player responsibilities
- Understanding of the rules and how a team plays together on offense

Be creative and modify these progressions to match your players' experience and abilities. For example, if players are scared to make contact with the ball in an overhead set, let them practice with softer balls until they develop the skills and confidence they'll need for advanced progressions. Remember, helping your players learn the basic skills is one of the most important things you'll be doing as their coach. They won't always be patient as you emphasize the basics. Most players would rather "just play." Provide drills and lead-up games so your players can have FUN when playing as well as an opportunity to improve their skills and knowledge of volleyball.

Beginning-Level Volleyball Skill Progressions

Toss and catch with volleyballs

- Ball over a rope: 1 vs. 1
- Ball over the net: 1 vs. 1
- Ball over the net: 2 vs. 2, 3 vs. 3 with three contacts on a side
- Ball over the net (modified volley): 1, 2, or 3 on a side. Players catch the ball, then toss to teammates and overhead volley across the net.

Balloons volleyed over the net (2 vs. 2, or 3 vs. 3)

- Count the number of times both teams volley the balloon over the net.
- Balloon is contacted three times by each side (before passing over the net) using an overhead volley.
- Each side makes three contacts using a forearm pass (one contact), overhead pass (second contact), and a forearm or overhead pass (third contact) over the net.
- Each side makes three contacts using a forearm pass, overhead pass, and some form of spike or attack.

Foam or other light ball volleyed over the net

- Each side makes three contacts using a forearm pass, an overhead pass, and either a forearm or overhead pass over the net.
- Each side makes three contacts using a forearm pass, an overhead pass, and some form of spike or attack.

Offensive Lead-up Games and Drills

Lead-up games and drills allow players to experience what it is like to use their skills as a team while competing against another team. As players are learning skills, they need time to practice and gain confidence in their abilities. Lead-up games and drills let players try out their new skills in a safe, nonthreatening environment.

Name. Ball Over the Line (Catch and Toss)

Purpose. To help players learn how to move to the ball and work as a team to generate an offensive attack

Organization. Set up 3 vs. 3 on a youth volleyball court with no net. One player

begins with an underhand toss over the center line (serve). The receiving team communicates, deciding who will catch it; the player who does then tosses (passes) to a second teammate. The second team member moves to catch the pass and then overhead tosses to the third teammate, who catches and tosses the ball into an open space on the opposite court (attack). If the ball hits the floor or goes out of bounds, the opposite team gets a point (see rally scoring, p. 39), regardless of who started the toss (serve). Play for a set time or until a team accumulates a certain number of points.

Coaching Points. Encourage players to catch with two hands above their foreheads as they move under the toss and position their bodies to make a safe catch. Each toss should be at least head high. Give positive feedback or points when players talk and call "mine." Communication is a big part of playing team offense.

Name. Ball Over the Net (Catch and Toss)

Purpose. To help players learn about team offense without the pressure of performing all the skills

Organization. Set up 3 vs. 3, or 4 vs. 4 on a youth volleyball court with a 6-foot, 1-inch high youth net. Play begins with a toss over the net to the opponent. The receiving team must make a two-handed overhand catch. After catching the toss, the player must extend and push the ball from his or her forehead (set) to the next teammate. On the third contact, the player may run or jump with the ball and either throw or hit it over the net (attack). Three contacts are required on each side by at least two players before the team returns the ball over the net. A team can score only when it has made the first toss (serve) and the opponents have made a mistake (standard scoring). If the team tossing first makes an error (hitting the ball into the net or out of bounds), it doesn't lose any points, but the other team gets the serve.

Coaching Points. Encourage players to hit or throw the ball into open areas of the court.

Name. Rotation Lead-up Game

Purpose. To encourage players to perform skills effectively in the receiving, setting, and attacking positions

Organization. Set up 3 vs. 3, or 4 vs. 4 on a youth volleyball court. One team begins by serving (or tossing) over the net. Each team attempts to make three contacts on its side of the net (preferably, pass, set, spike). Play continues until the volley ends. Teams can rotate only after they have made three contacts. Each team earns a point when it makes three contacts on a side. If the ball is returned over the net on an errant first or second contact, the game continues but no point is awarded. Teams alternate serving after each rotation or side out.

Coaching Points. Reinforce players' efforts as they attempt the three-contact offensive sequence (pass, set, hit). Even if their individual skills are unpolished, they'll be learning team concepts.

Name. Single Skills

Purpose. To emphasize the importance of single skills (passing, setting) within a team

Organization. Set up 3 vs. 3, or 4 vs. 4 on a youth volleyball court. Teams play three-contact volleyball, using only one skill (a forearm or overhead pass) to play the ball. One team may use the overhead pass exclusively; the opponent, the forearm pass. The coach indicates when it's time to change skills, or a coach and assistant can stand at the endlines and flash signs to the opposite team showing what skills they are to use (see Figure 8.3).

Coaching Points. Giving visual instructions helps players learn to talk and share infor-

mation on the court. Remind players that they all have a responsibility to communicate with one another.

Serving Lead-up

Although serving is an individual offensive skill, when a player is serving in a competitive situation, team support becomes very important. Serving puts pressure on one individual to get the ball in play so the team can continue performing. This unique pressure requires players to

- take their time and concentrate when serving.
- accept that serving has an immediate impact on team spirit, and
- provide support when servers are in the spotlight.

Name. Serving Spotlight

Purpose. To put gamelike pressure on the server to perform capably with teammates watching

Organization. Two teams of five to eight players line up on each endline facing the court. Each player has a ball. When the coach says "go," the first player in the serving area from each line serves. If the ball goes into the opposite court, the server earns a point for his or her team and goes to the end of the line. If the player misses the serve (the ball goes into the net or out of bounds), he or she continues to serve while the rest of the team

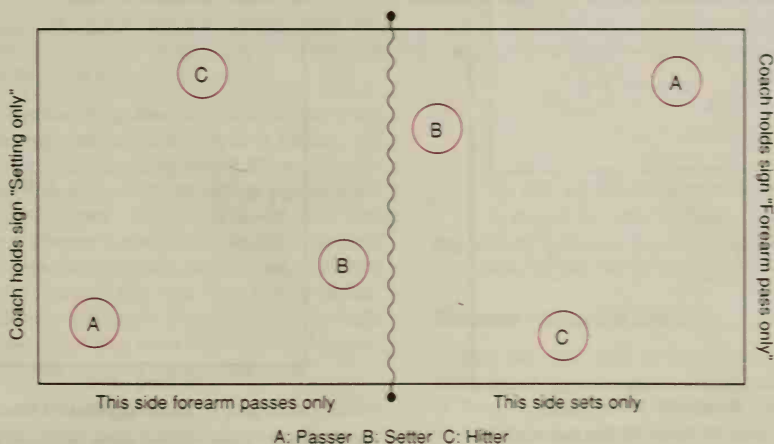


Figure 8.3 Single skills game.

jogs around the court. As soon as the team returns, a new server steps up and attempts to serve as the player who missed goes to the end of the line. The team scoring 15 points first lines up for a water break.

Coaching Points. Encourage your players to support and verbally reinforce one another when preparing to serve.

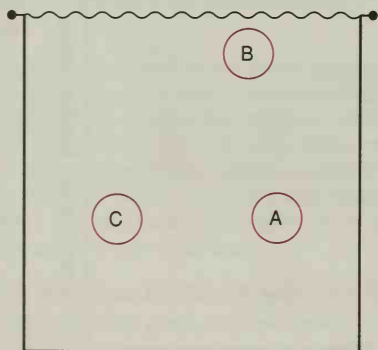
Building a Team Defense

Every time your team passes a serve or digs an attack, it is playing defense. Without good team defense (digging and blocking coverage), your team will not be able to execute an effective offense.

Two-Player Serve Receive

When your players know the forearm pass, teaching them team defense is mostly a matter of positioning. Put your players in the best position to counter whatever your opponent's offense is doing. If your opponent has a weak serving game (few hard-hits or difficult-to-pass serves), you can use the two-player serve receive (see Figure 8.4).

Two players are back to receive the serve (Players A and C), with Player B at the net preparing to set the pass. The object for Players A and C is to pass the serve to Player B without causing Player B to move very far. The better skilled Players A and C become, the easier it'll be for Player B to set a good ball for the third contact. Player B is not involved



Two-player serve receive

A: Passer B: Setter C: Passer/hitter

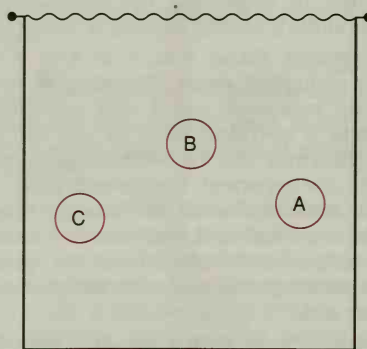
Figure 8.4 Two-player serve receive.

in receiving the serve in this two-player alignment. As long as Players A and C can handle the opposition's serves, Player B is in a very favorable court position to set and initiate the offensive attack.

Three-Player Serve Receive

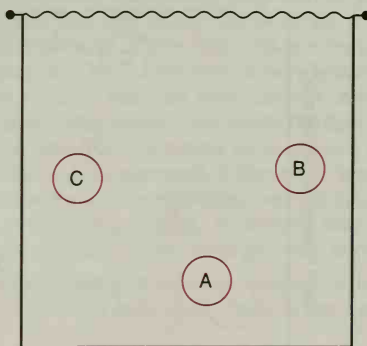
If your team is having difficulty receiving the serve (the ball is going errantly out of bounds or not reaching the setter), you can move players into a three-player serve receive. This alignment puts three players in position to receive the serve. Three players can cover the court and defend the short serve (see Figure 8.5a) or long serve (see Figure 8.5b) more effectively.

In Figure 8.5a all three players are close to the net, anticipating a short serve. Player B



a. Short serve

A: Passer B: Setter C: Hitter



b. Long serve

A: Passer B: Setter C: Hitter

Figure 8.5 Three-player serve receive of (a) a short serve and (b) a long serve.

is in position to receive a short serve in the middle, Player C the short line, and Player A the short crosscourt angle.

In Figure 8.5b, Player B moves to cover the crosscourt long serve. Player C and Player A cover the long line and long middle serving angles. Since Player B is the least likely to receive the long serve (this angle is the most difficult for a server to hit), he or she is in the best possible position to set the second ball from Players A or C. If Player B receives the first contact, Player A or Player C becomes the setter.

Teams who pass the serve consistently keep opponents from scoring on the serve and generate their own offensive attack from good team defense.

Defensive Team Alignments

Adjust your team's defensive alignments according to the types of attacks your opponent is hitting. Some teams depend on their hitters to make aggressive attacks that score points or side outs. Others prefer to mix up their attack by hitting hard-driven spikes combined with off-speed hits or tips. Defensively, you must decide your team's strategy based on how your players can best counter the opponent's strengths.

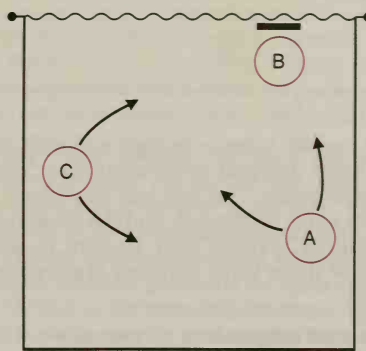
Defense With a Block

Use a blocker to defend teams with a strong hitting attack. Adding blocking to your team defense will challenge opponents to either hit over or hit around the block. When blocking, one player is at the net (blocking), and the other two players are defending open spaces around the blocker.

Power Spike Alignment. Against a team with an aggressive (power spike) hitting attack, your blocking alignment should focus primarily on stopping the power spike from crossing the net. Player B is at the net blocking, Player C covers the short angle that is open around the block, and Player A covers any ball hit down the line (see Figure 8.6a). Balls hit over the block (Player B) have a high trajectory, allowing time for Players A and C to communicate and cover this area.

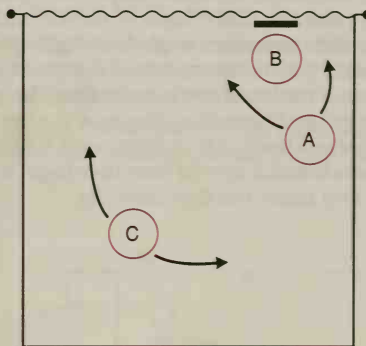
Off-Speed Hit Alignment. Opponents who read (see) your block may use an off-speed hit to avoid it. The defensive alignment to use

against the off-speed hit puts your players in position to dig up this attack effectively. Player B is at the net attempting to block or deflect any type of offensive attack. Player A moves in to cover the off-speed hit or tip just behind Player B's block. Player C covers the backcourt area for any long off-speed hits or tips (see Figure 8.6b). Communication is essential in this type of defense. Who will play the ball depends largely on where it is placed and who has the best angle to make the play.



a. With a block against a power spike

A: Passer B: Setter C: Hitter



b. With a block against an off-speed hit

A: Passer B: Setter C: Hitter

Figure 8.6 Defensive alignment with a block against (a) a power spike and (b) an off-speed hit.

Defense Without a Block

If you do not use a block in your team defense, or if your opponents are hitting a lot of free balls (balls that come over the net when the set is misdirected to the attacker or that are not attacked by the offensive team

Error Detection and Correction for Defensive Alignments

When should a team block? How does a coach know when to change the team's serve receive and defensive alignment?

ERROR

Players are frustrated in trying to dig a strong attack. The blocker is not effective in slowing down or altering the attack. Your nonblocking players are struggling to dig balls hit to them, and you can't seem to stop your opponent's offense.

CORRECTION

1. Change to a three-player serve receive and free ball defensive alignments. This will put three players into position to pass or dig instead of two.
2. If your team has not thoroughly developed its blocking fundamentals, this three-person alignment gives players the best opportunity to cover the court defensively.

and usually come over high and soft), there are three different alignments your players need to learn. The free ball alignment, the power spike alignment, and the off-speed hit alignment prepare your players to defend against these three varieties of offensive attacks.

Free Ball Alignment. Free balls are usually hit high, soft, and deep. A block will not be effective in defending a free ball attack. With no block, all three players are able to help pass the ball. Player C moves back to cover the crosscourt angle (see Figure 8.7a). Player A covers the middle of the court, and Player B backs off the net awaiting the pass from either Player C or Player A to start the offensive attack. On a high, soft free ball, Players C and A should have time to get to the ball and make the defensive dig.

Power Spike Alignment. If you are defending a power spike (with no blocker), move your players back off the net in position to cover the angles of the court. Player C will cover the crosscourt angle, Player B the attack down the line, and Player A the area between these two angles (see Figure 8.7b). All three players should be in ready position to dig a hard-driven spike.

Off-Speed Hit Alignment. In defending an off-speed hit or tip without a blocker at the net, players move in closer to the net to pick up short, soft hits. Player C covers the crosscourt angle, Player B the short court, and Player A the deep court (see Figure 8.7c). Opponents sometimes use the off-speed hit to throw the defensive team off balance. Remind your players to talk and call for the ball in making the first defensive pass.

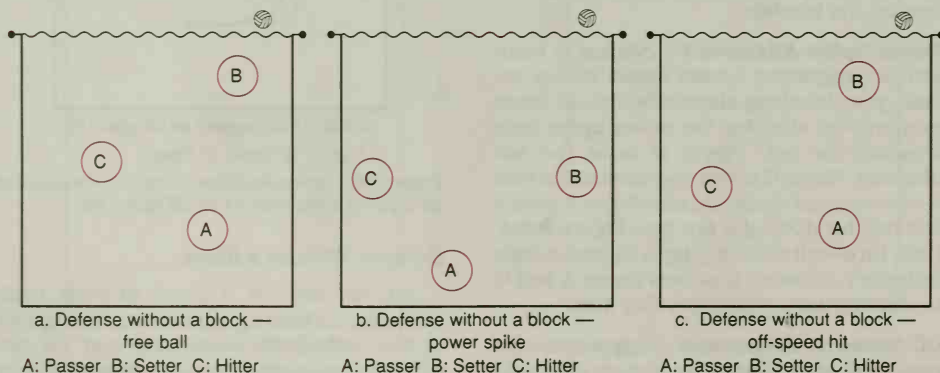


Figure 8.7 (a) Free ball defensive alignment without a block, (b) power spike defensive alignment without a block, and (c) off-speed hit defensive alignment without a block.

Offensive/Defensive Transition

Preparing your team to execute offensively and defensively is only part of your team's strategy. How quickly and balanced your team can move *between* defense and offense is called transition. Figure 8.8 illustrates the sequence of transition in volleyball. The ball is put in play with the serve (1). The opposing team must pass the serve (2), set (3), and attack (4) offensively. The defensive team may block (5) and/or dig (6) the attack and then begin its offense. Playing team defense (blocking and digging) and controlling the serve or offensive attack starts the transition to team offense. Recovery is the key word in describing volleyball transition. The quicker a team can recover from an opponent's attack and control the ball, the quicker it can set up its offensive attack.

Quick recovery in transition helps players adjust to a variety of attacks (power spike, off-speed, or free ball) as well as learn how to move from the pass into offensive patterns. Teach the concept of transition as you review the serve receive and defensive alignments in the following drills.

Transition Drills

Name. Transition Recognition Drill

Purpose. To teach players how to react to different offensive attacks and execute the proper defense

Organization. Divide the group into several three-player teams. Set the first team in a two- or three-player serve receive alignment (see team defense earlier in this unit). After aligning the players, toss or hit the ball over the net. Teams must pass the toss or serve (play defense) and move to set and attack the ball (transition into team offense). According to your players' abilities and ages, you can begin calling out various defensive alignments as they move to defend the attack. For example, you might yell "free ball" or "power spike with one blocker." The players quickly move to the proper defensive position and attempt to defend the coach's serve or attack. Keep score by awarding a point for a proper alignment and a point for each contact (3 contacts maximum for each side).

Coaching Points. Initially, the coach will need to help each team set up for the different alignments, and to answer questions. Your players will be much better off if you take the time to help them understand why they're moving to different positions for each situation. As their understanding develops, move the drill along quickly and insist that each team hustle onto the court and listen for its defensive alignment.

Name. Champs of the Court

Purpose. To help teams adjust to different offensive attacks and practice their defensive-to-offensive transition patterns

Organization. Divide players into three-player teams and start with two teams on the court

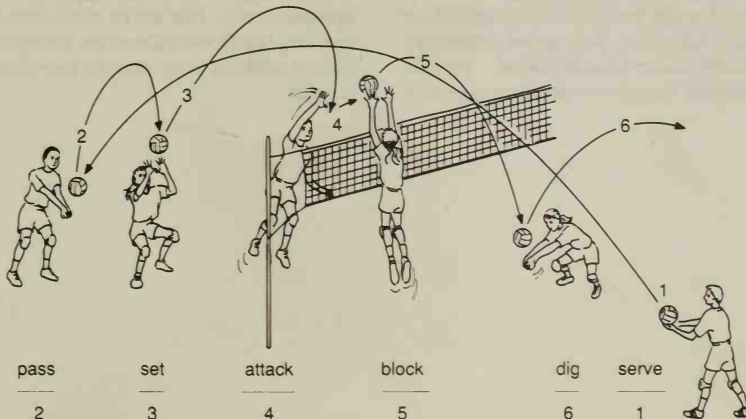


Figure 8.8 Offensive/defensive transition.

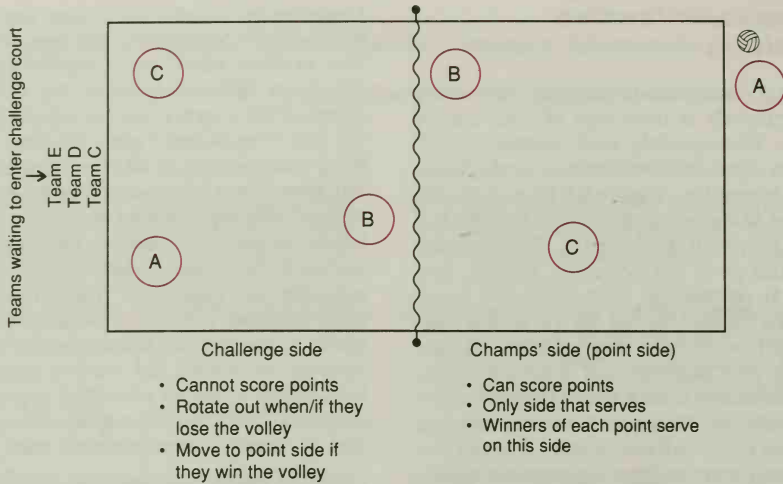


Figure 8.9 Champs of the court drill.

on opposite sides of the net (see Figure 8.9). The champs' side serves and the other sets up in serve receive alignment (two or three players). The volley is played out; the team that wins the volley obtains the serve and stays on the court. The team that didn't score leaves the court and is replaced by another three-player team. Points may be scored only by the team on the point side of the court. If the challenging team wins the next volley, it moves to the point side (the champs' side) of the court and gets a point for every volley it wins. Teams rotate off and wait for their next turn to play. The first team to 15 points gets a drink first.

Coaching Points. Teams struggling with serve receive can change from a two-player to a three-player alignment. In a game situation, a coach would make this decision. In this drill, the players learn to communicate and

make decisions about team play on their own.

Putting It All Together

This guide has introduced you to an innovative and refreshing approach to volleyball for beginning players. The skills, drills, and strategies you've read about are relatively simple and readily taught to eager learners.

We hope that you, too, will be an eager learner. As you gain experience in coaching, keep your players' welfare as your top priority. Be upbeat, keep things fun, and be patient. A good teacher and coach does all these things. Your new role has many responsibilities, but we're confident that after reading the *Rookie Coaches Volleyball Guide*, you're well on your way to becoming a good coach!

Take the Next Step!



The Coaching Accreditation Program (CAP) represents a commitment by the United States Volleyball Association (USVBA) to provide continuing education for coaches. As you progress in your coaching career, you will want to learn more. The USVBA created the CAP program to meet this need for higher levels of coaching information.

The **Next Step** is to participate in the CAP program and expand your knowledge of more advanced volleyball skills and strategies. CAP courses are offered throughout the country from January to August. Level I and II courses are step-by-step, in-depth opportunities to learn skill training and game strategies. Following both courses, coaches

complete home study and testing.

Upon completion of a CAP course, you will receive coaching ideas and tips from CAP publications that help keep you up-to-date on this dynamic game. By continuing your coaching education through CAP, you will develop the confidence and expertise to lead your players as their skills develop. And they will be eager to have YOU as their coach!

An additional CAP resource is the *Impact Manual*, which provides coaches with volleyball resources, drill development, and information on all the USVBA has to offer.

To learn more about the CAP program and how to **Take the Next Step**, please write or call

USVBA Educational Development
3595 E. Fountain Blvd., Suite I-2
Colorado Springs, CO 80910-1740
(800) 275-8782

Appendix A

Sample Season Plan for Beginning Volleyball Players

Goal: To help players learn and practice the individual skills and team tactics needed to play volleyball games successfully

T = Initial skill teaching time (minutes)

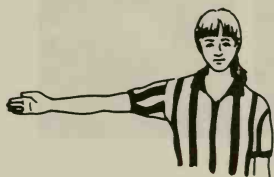
* = Skills practiced during drills and activities

P = Review and practice time (minutes)

	Week 1		Week 2		Week 3		Week 4	
	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
Warm-up	T(10)	P(5)	P(5)	P(5)	P(5)	P(5)	P(5)	P(5)
Cool-down	T(5)	P(5)	P(5)	P(5)	P(5)	P(5)	P(5)	P(5)
General rules	T(5)							
Violations	T(5)	P(5)						
Evaluation	(5)	(5)	(5)	(5)	(5)	(5)	(5)	(5)
Serving								
Underhand	T(5)	P(5)	*	*	*		*	*
Overhand		T(5)	*	*	*		*	*
Drills	T(10)	P(10)	P(10)	P(5)	P(5)		P(5)	
Forearm passing								
Body position	T(5)	*	*	*	*	*	*	*
Serve receive		T(5)	*	P(5)	*	*	*	*
Drills	T(10)	P(10)	P(10)	P(5)	P(5)		P(10)	
Overhand passing								
Body position	T(5)	*	*	*	*	*	*	*
Setting		T(10)	P(10)	*	*	*	*	*
Attack								
Armswing			T(5)	*	*		*	*
Footwork/jumping				T(5)	*		*	*
Drills			T(5)	P(10)	P(10)	P(5)		
Blocking								
Body position			T(5)	*	*	*	*	
Reading attack				T(5)	*	*	*	*
Drills			T(5)	P(5)	P(5)	P(5)		P(5)
Team offense								
Player positions				T(5)	*	*	*	*
Alignments				T(5)	P(5)	*	*	*
Drills					T(10)	P(10)	P(10)	P(5)
Team defense								
Player positions					T(10)	P(5)	*	*
Alignments						T(5)	*	*
Drills						T(10)	P(10)	P(10)
Lead-up games								
						T(5)	P(10)	
Scrimmage								
3 vs. 3							T(15)	P(30)

Appendix B

Common Volleyball Officiating Signals



Side out



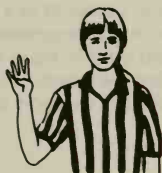
Ball in bounds or line violation



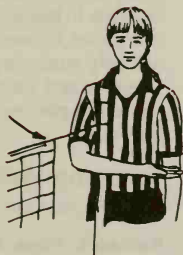
Ball out



Ball contacted by a player and going out of bounds



Four hits



Crossing center line



Held ball, thrown ball, lifted ball, or carried ball



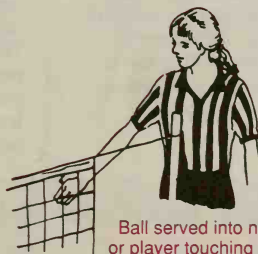
Double hit



Ball contacted below the waist



Substitution



Ball served into net or player touching net



Double fault or play over



Illegal block or screen

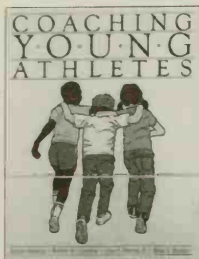


Over the net



Point

Volleyball and Coaching Books

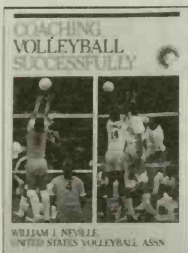


Coaching Young Athletes

Rainer Martens, PhD,
Robert W. Christina, PhD,
John S. Harvey, Jr., MD, and
Brian J. Sharkey, PhD

1981 • Paper • 224 pp
Item BMAR0024 • ISBN 0-931250-24-2
\$18.00 (\$24.95 Canadian)

Coaching Young Athletes introduces and explains the basics of coaching, such as coaching philosophy, sport psychology, sport pedagogy, sport physiology, sports medicine, parent management, and sport law. You'll find exercises, examples, discussion topics, illustrations, and checklists designed to make learning how to be a more effective coach interesting and enjoyable.

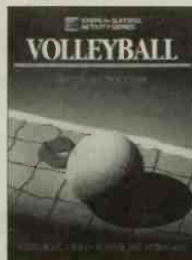


Coaching Volleyball Successfully

William J. Neville, BS,
United States Volleyball
Association

1990 • Paper • 224 pp
Item PNEV0362 • ISBN 0-88011-362-6
\$18.00 (\$24.95 Canadian)

Coaches will learn how to demonstrate and direct the practice of fundamental skills and strategies of volleyball. This book will also help you tailor your instruction to meet the basic needs of developing players. This text is used for Level 1 of the USVBA Coaching Accreditation Program (CAP) and ASEP's Leader Level Coaching Successfully Series.



Volleyball Steps to Success

Barbara L. Viera, MS, and Bonnie Jill Ferguson, MS

1989 • Paper • 248 pp • Item PVIE0315 • ISBN 0-88011-315-4
\$14.95 (\$20.95 Canadian)

Volleyball: Steps to Success serves as a primary resource for students in beginning activity classes or as a self-instruction guide. Either way, this unique progression of skills will help students get started quickly, make steady progress, and proceed at their own pace. The result—successful players who will enjoy the sport for the rest of their lives.

Teaching Volleyball Steps to Success

Barbara L. Viera, MS, and Bonnie Jill Ferguson, MS

1989 • Paper • 248 pp • Item PVIE0316 • ISBN 0-88011-316-2
\$19.95 (\$27.95 Canadian)

Instructors need both the participant's guide and this companion instructor's guide to teach students effectively. This book follows the same skill progressions as the participant's book and features management and safety guidelines, rating charts for identifying students' skill levels, drills, teaching cues to maximize learning, and more.

ASEP SportCoach Training Programs

The American Sport Education Program (ASEP) provides two *SportCoach* courses for educating volunteer youth coaches. The **Rookie Coaches Course** is for first-year coaches with little or no formal coaching experience. This *Rookie Coaches Volleyball Guide* serves as a text for the course. The **Coaching Young Athletes Course** serves second- or third-year coaches who want more in-depth information on coaching principles. Both *SportCoach* courses help coaches establish an athlete-centered philosophy, communicate to and motivate young athletes, teach sport skills, plan effective practices, manage risk, and promote safety. ASEP encourages youth sport coaches to complete both the **Rookie Coaches Course** and the **Coaching Young Athletes Course**.

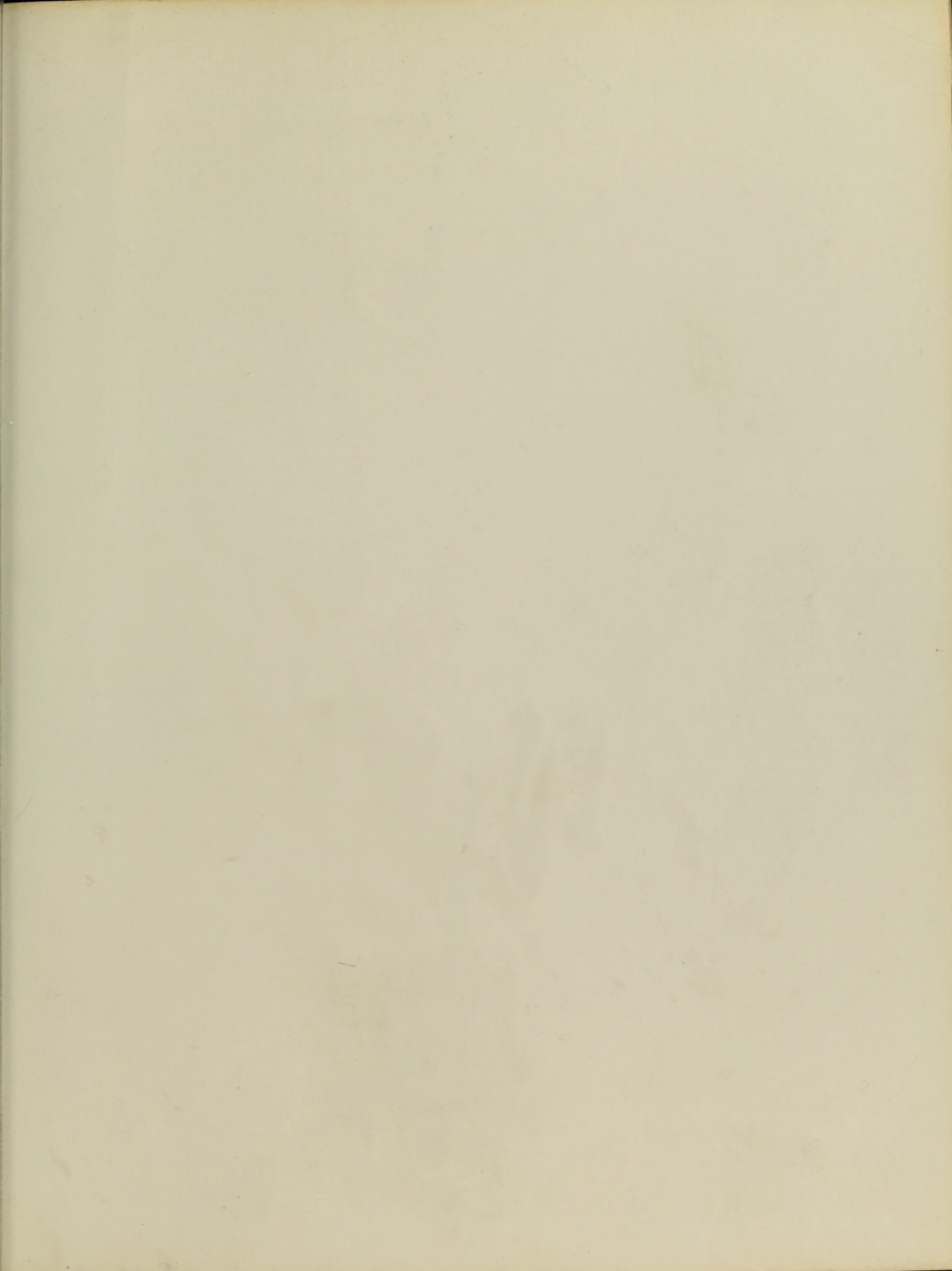
In addition to these two *SportCoach* courses currently available, ASEP is developing a series of sport-specific skills and drills videos designed to show you how to teach and communicate basic skill and drill information to young athletes. Call the ASEP National Center toll-free at 1-800-747-5698 for more information on any of ASEP's educational programs. Let ASEP help you expand your coaching skills and knowledge. Your athletes will be glad you did!

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ROOKIE COACHES VOLLEYBALL GUIDE

The *Rookie Coaches Volleyball Guide* covers all the fundamentals of coaching and of 3-player youth volleyball in a concise style that's tailor-made for the entry-level volleyball coach.

Developed by the American Sport Education Program in cooperation with the United States Volleyball Association (USVBA), this book provides principles related to coaching philosophy, communication and motivation, teaching and planning, injury prevention and care, and liability concerns. No other resource offers such a unique blend of coaching and youth volleyball information.

"When it comes to teaching boys and girls how to play volleyball, there is no better text than the Rookie Coaches Volleyball Guide."

Fred Sturm, CAP Instructor, Head Coach, 1992 Olympic USA Men's Volleyball Team

"You control your success by learning as much as you can from every source available to become the very best coach you can. [This book] is a great start in your journey."

Terry Liskevych, Head Coach, 1992 Olympic USA Women's Volleyball Team

"The Rookie Coaches Volleyball Guide will give coaches the fundamentals they need."

Karch Kiraly, Captain, 1984 and 1988 Olympic Gold Medal USA Men's Volleyball Teams

"First and foremost, my coaches have been teachers. This guide will help coaches become great teachers."

Lori Endicott, Starter, 1992 Olympic USA Women's Volleyball Team, and voted Best Setter of the 1992 Olympics



The American Sport Education Program (ASEP)—formerly the American Coaching Effectiveness Program—has provided educational opportunities for more than 350,000 coaches since 1981 through its multilevel **SportCoach** curriculum.

The Rookie Coaches Course, the first step in the curriculum, is specifically designed for inexperienced youth sport coaches. The *Rookie Coaches Volleyball Guide* is one of a series of sport-specific books in this course. The series provides the general coaching principles and sport-specific information that developing coaches need to serve young athletes and to meet the many responsibilities of a youth sport coach. For more information, write or call toll-free:

ASEP
P.O. Box 5076
Champaign, IL 61825-5076
1-800-747-5698



The United States Volleyball Association (USVBA) is the national governing body for volleyball. The USVBA's mission is to nurture all variations of the game—indoor, outdoor, amateur, and Olympic—for the betterment of volleyball. Over 46

million Americans play volleyball, making it the #2 team sport after basketball.

Through its Coaching Accreditation Program, the USVBA is dedicated to helping coaches learn more about teaching volleyball skills and implementing strategies with their players. Through this effort, the USVBA hopes to ensure that players receive quality coaching as they develop through their sport experience. ASEP's *Rookie Coaches Volleyball Guide* is designed to help the USVBA reach this goal.

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