



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

Volleyball

COMPANION BOOK



Acknowledgments

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A significant number of the activities included within the Volleyball Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of the Australian Volleyball Federation. The Australian Volleyball Federation also provided suggestions for the inclusion of new activities and the sport specific content.

Gayle Rogers (ACHERP/Schools Network), Sue Cormack (ACHERP/Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

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Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
 - » How many different jumps can you perform in 30 seconds?
 - » Where will you stand to field the ball?
 - » How can you work together to stop the opponents scoring?
 - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

Remember!

The activity sets
the challenge

The game asks the
questions, and

The players' response
is the answer

» ASK THE PLAYERS —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

C

Coaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

H

How you score or win e.g. introduce zones for batting or target games

A

Area (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players

N

Number of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

G

Game rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

E

Equipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

I

Inclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

T

Time e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

If it is not working.... CHANGE IT!!

How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



When and how to apply the CHANGE IT principles



PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

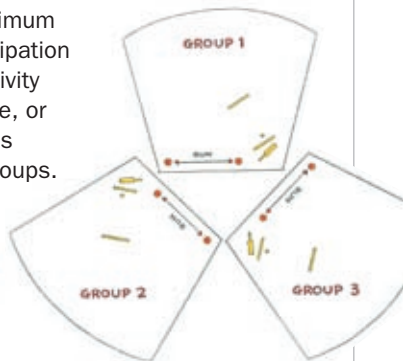
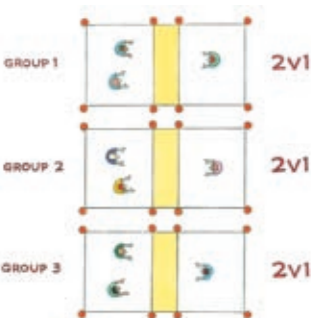
OBSERVATION

Play the game
 Observe player involvement and responses:

- Is the purpose being achieved?
- Are all players engaged?
- Are players coping with the skills required?
- Is it safe?
- Are players enjoying the game?

Tips for delivery

- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





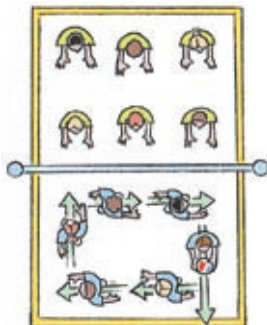
VOLLEYBALL

Introduction to volleyball



What is volleyball?

- » Volleyball is an international sport, played by 2 teams of 6 players who hit a ball over a net to each other, predominantly using their hands and forearms.
- » Each team is allowed no more than three touches in a row to get the ball back to the opposition's side of the court.
- » A single player cannot contact the ball on consecutive hits.
- » The object of the game is to score points by winning a rally. The rally is won when:
 - one team does not return the ball inside three hits
 - the ball lands out of court
 - one team is successful in hitting the ball so it lands on the floor/ground in the opposition's court area, or
 - a fault is committed by one team.
- » The winner of each rally not only scores a point, but also the right to serve to start the next rally.
- » Players rotate clockwise after winning the right to serve (if the opposition served for the previous rally) so that all players get a chance to serve.



- » Substitutes can be made between any points within any rule limitations on the number of substitutions allowed.
- » A game of volleyball usually consists of the best of five sets and the first team to 25 points wins the set, as long as they are ahead by 2 points. That is, they cannot win 25–24 — they must win by at least 2 points e.g. 25–23, 26–24.
- » Teams change ends after each set.

Two referees control the game and make decisions according to the rules and the skills of the players. Their aim is to make the game enjoyable, safe and as free-flowing as possible. To be qualified, referees have to pass practical and theory tests, but a good game can take place with responsible people acting as umpires for recreational games.

Mini volleyball (modified) rules

Volleyball is very different to most other sports commonly played in Australia. No other sport requires the ball to rebound off the body as the natural means of playing the ball. This can often make it difficult for younger players to learn because they have no transfer of experiences from other sports or activities to help them learn. This means that initial success can be minimal and it is vital to offer positive encouragement and recognise any success.

To encourage children and cater for their physical development, mini volleyball has been developed as a modified version of the sport. The major modifications are:

- » a smaller sized court (13m x 6.5m), so that players have to defend less area
- » a lower net height (of 2m) to increase the likelihood of the ball going over the net
- » a softer and lighter ball that reduces impact
- » 4 players on the court rather than 6, to increase the involvement of players, and
- » forced rotation if a player wins 3 serves in a row.

Tips for delivering volleyball

Following are some specific tips for delivering Playing for Life volleyball:

- » It is strongly recommended that a modified mini-volleyball (size 4) be used when delivering this program to children to maximise their enjoyment from the experience. Similar sized balls may be used (e.g. a soccer ball, netball, soft balls etc) although these balls will not be as suitable for some volleyball-related activities. Heavy balls such as basketballs will hurt when they rebound off the player's arms and are not recommended.
- » Where this book refers to a volleyball net, it is possible to use similar objects/concepts such as no-go or neutral zone, bench, rope etc to allow children to experience the concept of playing over a net. If using a rope, it is recommended that coloured ribbons or similar are tied to the rope to make it more visible and reduce the likelihood of participant injury as a result of running into the rope.
- » Where reference has been made to activities occurring on a volleyball court or an area of similar size, it is best to involve no more than 12 children per court.
- » For safety, it is recommended that at least 3 metres be allowed between the marked court area and immovable objects such as walls or, if outside, even trees.
- » Volleyball is a team sport that requires cooperative play among team members to be successful. Teams should be encouraged to use all three contacts permitted each time the ball comes over the net and it is preferred that three different players make each contact.

Introduction to basic volleyball terms and skills

» **A PASS** — any action where the ball is played to a team-mate. A set and a dig are two of the more common types of passes.

» **A SET** — the action of passing where a player has a responsibility to deliver it to a team-mate to enable them to perform a spike. Players should have both hands above their head and only the fingertips should make contact with the ball.



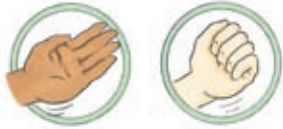
» **A DIG** — performed as a defensive action to keep the ball in play and prevent it hitting the floor following an attack hit from the opposition. Hands are joined, with finger tips overlaid and thumbs together. Arms should be straight and the ball should make contact with the forearms.



- » **A SERVE** — used to start the rally by a player contacting the ball with a hand so that it passes over the net and into the court area of the opposing team. The serve may be overarm or underarm.



In either case, the ball should be hit with the palm of the hand with an open or closed fist.



- » **A SPIKE** — an attack hit used in an attempt to win a rally. The ball is driven into the opponent's court by jumping near the net and hitting the ball down hard from above.



- » **A BLOCK** — a defensive action where players position themselves at the net so they can use their hands/arms to stop the ball from crossing the net into their court. This move is typically used to defend against spikes.



What you need from the kit...



START OUT

WILDCARD

START OUT WC 03A	All-in tag
START OUT WC 04A	Throw, throw, throw
START OUT WC 05B	Stork tag
START OUT WC 06	How many bean bags?
START OUT WC 08A	Partner tag
START OUT WC 08B	Low 5s, high 5s
START OUT WC 09A	Warriors and Dragons
START OUT WC 10A	Fun on the spot

COOPERATIVE PLAY

START OUT CP 01A	Shuttle ball
START OUT CP 01B	Underarm return relay
START OUT CP 02A	Here, there, nowhere
START OUT CP 02B	Untie the knot
START OUT CP 05	Kai
START OUT CP 06B	L-o-n-g throw
START OUT CP 07A	Hit the square
START OUT CP 08	Back to back pass

INVASION GAMES

START OUT INV 02	Names
START OUT INV 03	Pairs passing

STRIKING & FIELDING

START OUT SF 02	Bucket and hoop
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NET & COURT

START OUT NC 02A	Keep the ball up
START OUT NC 02B	Rebound ball

TARGET GAMES

START OUT TG 04	Kolap
START OUT TG 06	Target and intercept

GET INTO IT

INVASION GAMES

GET INTO IT INV 01	Interceptor
--------------------	-------------

NET & COURT

GET INTO IT NC 01	Blanket ball
GET INTO IT NC 02	Sitting volleyball
GET INTO IT NC 03	No-go
GET INTO IT NC 04	Wulijini
GET INTO IT NC 05	Space ball
GET INTO IT NC 06	Newcombe ball
GET INTO IT NC 08	Continuous tennis
GET INTO IT NC 09	Mini volleyball
GET INTO IT NC 10	King/Queen of the court
GET INTO IT NC 11	Zone ball

TARGET GAMES

GET INTO IT TG 06	Koolchee
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FINISH UP

FINISH UP

FINISH UP 01	What did you learn? Put it away!
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Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.



This companion book cross-references these cards throughout the 8-week lesson plan.

Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	Introduction to volleyball	Setting	Passing and digging	Serving	Spiking	Blocking and defending	Rules and tactics of modified volleyball	Skills, rules and tactics of modified volleyball
START OUT	Stork tag START OUT WC 05B Underarm return relay START OUT CP 01B	All-in tag START OUT WC 03A Underarm return relay START OUT CP 01B Kai START OUT CP 05	How many bean bags? START OUT WC 06 Shuttle ball START OUT CP 01A	Warriors and Dragons START OUT WC 09A L-o-n-g throw START OUT CP 06B	Hit the square START OUT CP 07A	Names START OUT INV 02	Partner tag START OUT WC 08A	Keep the ball up START OUT NC 02A
GET INTO IT	Keep the ball up START OUT NC 02A Blanket ball GET INTO IT NC 01	Rebound ball START OUT NC 02B King/Queen of the court GET INTO IT NC 10	Pairs passing START OUT INV 03 Continuous tennis GET INTO IT NC 08	Kolap START OUT TG 04 No-go GET INTO IT NC 03 Interceptor GET INTO IT INV 01	Bucket and hoop START OUT SF 02 Continuous tennis GET INTO IT NC 08 Koolchee GET INTO IT TG 06	Throw, throw, throw START OUT WC 04A Zone ball GET INTO IT NC 11 Space ball GET INTO IT NC 05	Wulijini GET INTO IT NC 04 Sitting volleyball GET INTO IT NC 02 Newcombe ball GET INTO IT NC 06	Newcombe ball GET INTO IT NC 06 King/Queen of the court GET INTO IT NC 10 Mini volleyball GET INTO IT NC 09
FINISH UP	Here, there, nowhere START OUT CP 02A Put it away! FINISH UP 01	Fun on the spot START OUT WC 10A Put it away! FINISH UP 01	Back to back pass START OUT CP08 Put it away! FINISH UP 01	What did you learn? FINISH UP 01 Put it away! FINISH UP 01	Low 5s, high 5s START OUT WC 08B Put it away! FINISH UP 01	Low 5s, high 5s START OUT WC 08B Put it away! FINISH UP 01	Untie the knot START OUT CP 02B Put it away! FINISH UP 01	What did you learn? FINISH UP 01 Put it away! FINISH UP 01

How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
 - 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
 - 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
 - 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
-
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the Active After-school Communities preferred supplier. To order, visit our web site at www.ausport.gov.au/aasc.
 - 6 Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.
 - 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

Lesson 1

OBJECTIVE	Introduction to volleyball
TIME	60 minutes
AREA	Volleyball court or equivalent space with a no-go zone marked
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» Volleyball net or rope per group of 6» 1 blanket/sheet per group of 6» 1 mini-volleyball per group of 3 or 4 players (or similar ball)» 3–4 bibs per group of 8 or more

Card summary

- » **Start Out WC 05B**
- » **Start Out CP 01B**
- » **Start Out CP 02A**
- » **Start Out NC 02A**
- » **Get Into It NC 01**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

1

Stork tag

START OUT WC 05B
5 MINUTES

Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stance. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw. Either a stork or a free runner can throw the ball.

SKILL FOCUS Warm up activity that develops space awareness

ADDITIONAL EQUIPMENT 1 mini-volleyball per 4 players
(or similar ball)

Refer to the activity card...



Harder:

- » The tagged runner can set or dig the ball back to a person to free themselves.
- » If that person does not catch the ball, the tagged runner is not free to move off.

Underarm return relay

START OUT CP 01B
15 MINUTES

Players run to a point, return and on the way back pick up a ball and throw it underarm to the team-mate next in line. The pattern continues. (Play with 4 or more.)

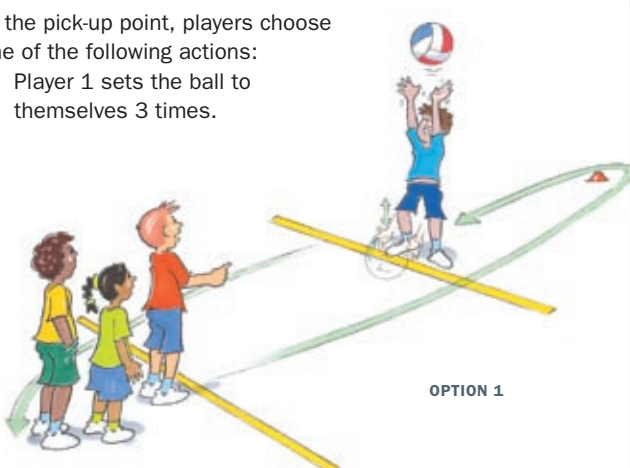
SKILL FOCUS Warm up activity that introduces serving and setting skills

ADDITIONAL EQUIPMENT 1 mini-volleyball per 4 players (or similar balls)

Use the activity card, PLUS...

» At the pick-up point, players choose one of the following actions:

- 1 Player 1 sets the ball to themselves 3 times.



- 2 Player 1 tosses the ball to Player 2 who tries to dig or set it back to Player 1.
- 3 Player 1 serves the ball underarm back to the next team-mate in line, who serves it back.

Easier:

» Player 1 throws the ball up in the air and catches it 3 times.

Harder:

» Player 1 sets the ball to themselves while walking to the turn-around point and back.

TIPS » When setting, players need to keep the ball above eye level and have their hands above their forehead with palms facing the sky.

Keep the ball up

START OUT NC 02A
15 MINUTES

A group of players try to keep a ball off the ground by passing it to each other. (Play in groups of 3 or more.)

SKILL FOCUS *Practises keeping the ball in the air*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » Change the types of passes (e.g. set or dig).

**SET****DIG**

Easier:

- » Have players catch and throw or catch and serve.

Harder:

- » Players may not catch the ball.
- » Add a time limit for a set number of passes by each team.

TIPS

- » When setting, the fingers and wrists need to be 'strong'.
- » The further players are away from each other, the harder it is to control the ball and keep it off the ground.

ASK THE PLAYERS » How can you make sure the ball does not hit the ground?

Blanket ball

GET INTO IT NC 01
15 MINUTES

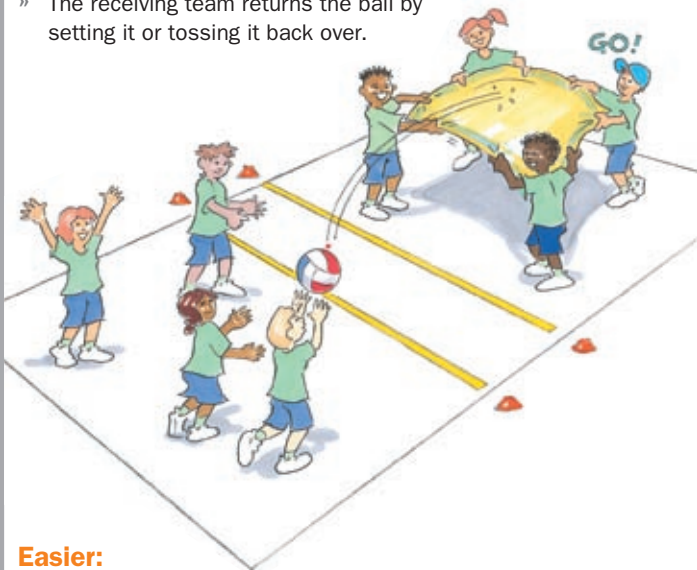
A court game where the ball is passed between teams over a net or no-go zone with one team using a blanket. The receiving team tries to keep the ball off the floor. (Play with 6 or more.)

SKILL FOCUS *Practises returning the ball*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » The receiving team does not use a blanket and may catch the ball.
- » The receiving team returns the ball by setting it or tossing it back over.



Easier:

- » The team with the blanket tosses and catches the ball 3 times before returning it.

Harder:

- » Both teams use a blanket to pass a ball to one another.

TIPS

- » It is important to get the ball up high between hits so there is time to get the blanket into position for the next hit.
- » Teams may need to practise tossing and catching the volleyball in their blanket.
- » Alternate so both teams work without a blanket.

Here, there, nowhere

START OUT CP 02A
5 MINUTES

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

SKILL FOCUS *Cool down activity*

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

In groups of 3 or 4, gather up the equipment and store it properly.

Refer to the activity card...



Lesson 2

OBJECTIVE	Learning the skill of setting
TIME	60 minutes
AREA	Volleyball court or equivalent space
	A hitting wall at least 3 metres high and 5 metres wide
	A marker 1 metre back from the wall
EQUIPMENT	<ul style="list-style-type: none"> » Marker cones to define playing areas » Tape/chalk for ground markings » Volleyball net or no-go zone per court » 1 mini-volleyball per pair (or similar ball)

Card summary

- » **Start Out WC 03A**
- » **Start Out WC 10A**
- » **Start Out CP 01B**
- » **Start Out CP 05**
- » **Start Out NC 02B**
- » **Get Into It NC 10**
- » **Finish Up 01**



2

Remember, if the game isn't working **CHANGE IT**

All-in tag

START OUT WC 03A
5 MINUTES

Everyone tries to tag everyone else. Players who are tagged continue to tag others from a crouched position. (Play with 8–30 people.)

SKILL FOCUS *Warm up/energiser activity that develops space/player awareness*

Refer to the activity card...



Harder:

- » Restrict the size of the playing area.

ASK THE PLAYERS » How can you best avoid being tagged?

Underarm return relay

START OUT CP 01B
10 MINUTES

Players run to a point, return and on the way back pick up a ball and throw it underarm to the team-mate next in line. The pattern continues. (Play with 4 or more.)

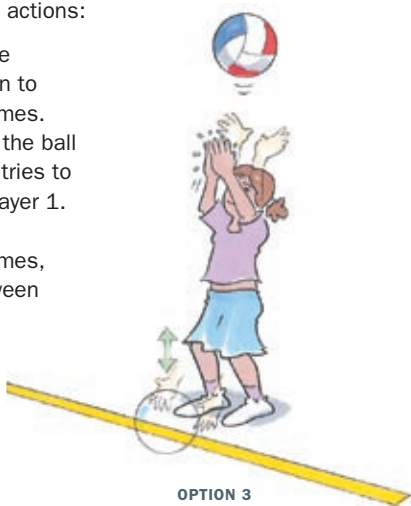
SKILL FOCUS *Setting skills*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

» At the pick-up point, players choose one of the following actions:

- 1** Player 1 sets the ball up and down to themselves 3 times.
- 2** Player 1 tosses the ball to Player 2 who tries to set it back to Player 1.
- 3** Player 1 sets to themselves 3 times, with a clap between each set.



OPTION 3

Easier:

» Player 1 throws the ball up in the air and catches it 3 times.

Harder:

» Player 1 sets the ball to themselves while walking to the turn-around point and back.

TIPS » When setting, players should push the ball out with their finger tips from in front of their forehead and follow through.

ASK THE PLAYERS » Is it easier to set with your hands above or below your shoulders?
» What is the most important thing to do when setting the ball to a partner?

Kai**START OUT CP 05**
5 MINUTES

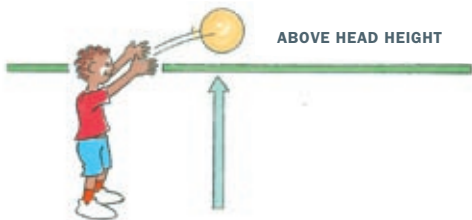
Players stand in a circle and hit a ball up in the air using the setting action. (Play in teams of 4 or more.)

SKILL FOCUS *Focuses on moving to a position under the ball and following through when setting*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » Players use the setting action to keep the ball up.
- » The ball should ideally stay above head height.
- » If the ball hits the ground, players stop and re-start the activity.

**Easier:**

- » Players work in pairs doing the setting activity.

Harder:

- » Players take a step backwards after each set.
- » Players set to themselves 3 times before setting to a team-mate.

- TIPS**
- » Use soft hands to set.
 - » Tell players to think of the ball as an egg that they do not want to break.
 - » Players should try getting in a down-and-ready position and extend arms up and out to push the ball.

- ASK THE PLAYERS**
- » Which gives you more control, spreading your fingers or keeping your fingers together?
 - » When you are setting to someone else, is it better to be closer or further away from them?

Rebound ball

START OUT NC 02B
15 MINUTES

A player throws a ball at a wall and stands back for the second player to catch the ball. The activity continues this way. (Play in pairs.)

SKILL FOCUS Works on moving to position to set the ball

ADDITIONAL EQUIPMENT 1 mini-volleyball per pair (or similar ball)

Use the activity card, PLUS...

- » Player 1 tosses a high ball at the wall.
- » Player 2 sets the ball as it rebounds and tries to set as many balls in a row against the wall.
- » To score, pairs play against other pairs or against the clock.



Easier:

- » Allow players to let the ball bounce once when it comes off the wall before setting it.

Harder:

- » Players alternate setting the ball.

- TIPS**
- » You could also use the 'Wall tennis' card (Get Into It NC 07) to develop similar skills.
 - » Have players rotate roles.

ASK THE PLAYERS » Is setting more like pushing the ball or hitting/slapping the ball?

- SAFETY**
- » Make sure players are well spaced when setting against the wall.
 - » Warn players about the danger of getting too close to the wall when setting.

King/Queen of the court

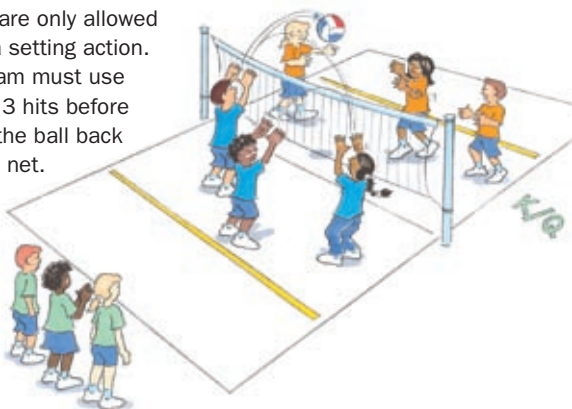
GET INTO IT NC 10
20 MINUTES

A modified version of volleyball, played on a smaller court. The team that wins the rally remains on the court and becomes King or Queen. The losing team leaves the court to be replaced by the next challenger. When a team beats the King/Queen, they move to the other side of the net to replace the King/Queen. (Play with 3 teams of 3.)

SKILL FOCUS *Introduces volleyball rules, using setting as a way of passing and attacking, and helps players learn how to keep the ball off the ground*

Use the activity card, PLUS...

- » Play in teams of 3.
- » Reduce the playing area to only 2 metres each side of the net.
- » Players are only allowed to use a setting action.
- » Each team must use at least 3 hits before playing the ball back over the net.



Easier:

- » Have players catch the ball when it comes over the net and throw it to a team-mate, who sets it back over the net.
- » Do not place a limit on the number of sets before returning the ball.

Harder:

- » Reduce the number of players per team, e.g. 2 on 2.
- » Every player on the team must set the ball before it is set back over the net.

ASK THE PLAYERS

- » Why is the game easier with more players on your team?
- » Why is it important to work as a team?

Fun on the spot

START OUT WC 10A
5 MINUTES

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

SKILL FOCUS *Warms players down with short bursts of activity*

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 3

OBJECTIVE	Learning the skill of passing and digging
TIME	60 minutes
AREA	Volleyball court or equivalent space with a no-go zone marked
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» 3 or 4 hoops as central point markers» 15–20 mini-volleyballs (or similar balls)

Card summary

- » **Start Out WC 06**
- » **Start Out CP 01A**
- » **Start Out CP 08**
- » **Start Out INV 03**
- » **Get Into It NC 08**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

3

How many bean bags?

START OUT WC 06
10 MINUTES

Players work in pairs. One player from each pair runs to a central point to collect one ball at a time, digs or sets the ball to themselves, and then back to their team-mate at their base and then tags the next player. The aim is to collect the most number of balls.

SKILL FOCUS Warm up activity that incorporates the dig (or bump) as a passing skill

ADDITIONAL EQUIPMENT 15–20 mini-volleyballs (or similar balls)

Use the activity card, PLUS...

- » Player 1 collects a ball from the central point and either digs or sets the ball to themselves and then back to the base.



DIG



SET

Easier:

- » The player runs back to the base with the ball.

Harder:

- » Player 2 throws the ball back to Player 1 so they can dig it back to Player 2.

- TIPS**
- » To dig the ball, players should keep their hands clasped together and elbows locked in, to allow the ball to bounce off the lower forearm just above the wrist.
 - » Repeated digs may cause a player's forearms to redden quickly.

- ASK THE PLAYERS**
- » When is the correct time to dig the ball?
 - » Is it easier to dig a low hard ball or a high loopy ball?

Shuttle ball

START OUT CP 01A
10 MINUTES

A cooperative game where a ball is thrown to a receiver who digs the ball. The thrower then runs to take the place of the receiver and the receiver, in turn, runs to join players at the thrower's line. (Play in teams of 3 or more.)

SKILL FOCUS *Practises digging the ball with accuracy*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » The receiver digs the ball back to the thrower.



Easier:

- » The receiver passes the ball back to the thrower.

Harder:

- » The thrower calls out a dig or set to the receiver.
- » If the return dig or set is not caught by the thrower, the action is repeated.

TIPS » Players have better control of the ball by digging it on the inside of their forearms rather than their wrists.

ASK THE PLAYERS » How do you decide when to pass back with a dig or a set?
» What will happen if the thrower passes the ball hard and fast?

Pairs passing

START OUT INV 03
10 MINUTES

On your signal, players pass to each other for 30 seconds. At the end of 30 seconds, the player without the ball moves to form a new pair. Passing starts again.

SKILL FOCUS *Players learn how to pass with accuracy and speed*

ADDITIONAL EQUIPMENT *1 mini-volleyball per pair (or similar ball)*

Use the activity card, PLUS...

- » Players begin digging or setting the ball to each other.
- » When you call 'CHANGE!', players change their method of passing to either setting or digging (e.g. if players were digging, they change to setting).



DIG



SET

Harder:

- » Have players work in groups of 3.
- » Only setting or digging is allowed and each player must pass to a different player.

- TIPS**
- » It is easier for players to control the pass by playing it from in front of their body.
 - » When digging the ball, players need to keep their arms relatively still. Contact is made with the ball on the arms by straightening the legs or taking a final step forwards towards the ball.

- ASK THE PLAYERS**
- » What helps to keep the ball from hitting the ground?
 - » How do you know when to dig and when to set?

Continuous tennis

GET INTO IT NC 08
20 MINUTES

Players dig a ball over an obstacle to the other team and run to the back of the line, making way for the next player to receive the ball and dig it. (Play in small groups.)

SKILL FOCUS *Uses volleyball skills to keep a rally going between two teams*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » Player 1 uses a dig to play the ball.
- » Player 2 allows the ball to bounce once and then returns it using a dig.
- » Play cooperatively for the first 10 minutes.
- » Rotate groups.
- » Play competitively for the remaining 10 minutes.
- » Points are received when the receiving team is unable to return the ball.



Easier:

- » Players catch the ball and then bounce the ball and dig back to their partner.

Harder:

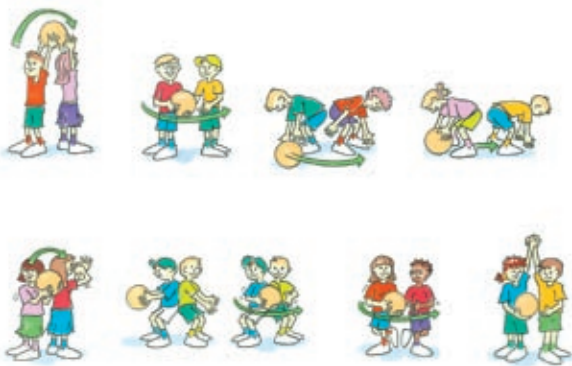
- » The ball must be returned on the full.

Back to back pass

START OUT CP 08
5 MINUTES

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

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 4

OBJECTIVE	Learn the skills of serving
TIME	60 minutes
AREA	Volleyball court or equivalent space with a no-go zone marked
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» Various targets, e.g. skittles, wickets, squares, cones» 1 mat/hoop per pair» 4 mini-volleyballs per pair» 4 tennis balls per pair» 1 bib per player

Card summary

- » **Start Out WC 09A**
- » **Start Out CP 06B**
- » **Start Out TG 04**
- » **Get Into It INV 01**
- » **Get Into It NC 03**
- » **Finish Up 01**



4

Remember, if the game isn't working **CHANGE IT**

Warriors and Dragons

START OUT WC 09A
5 MINUTES

Players on one team called Warriors pass a ball to other Warriors and try to tag an opposition called Dragons. Once Dragons are tagged, they become Warriors. When all the Dragons are caught, the teams swap over. (Play with 2 teams of 3 or more.)

SKILL FOCUS *Energiser that focuses on anticipation and evasion skills*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Refer to the activity card...



- ASK THE PLAYERS**
- » Why is it important to be able to run fast, short sprints?
 - » If you are slow to react, what happens?
 - » How is this the same in the game of volleyball?

L-o-n-g throw

START OUT CP 06B
10 MINUTES

A cooperative game in which a ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has the most distance between them.

SKILL FOCUS *Introduces the underarm service technique*

ADDITIONAL EQUIPMENT *1 mini-volleyball per pair (or similar ball)*

Use the activity card, PLUS...

- » Players start with an underarm throw.
- » Repeat the activity but players now serve the ball underarm.

Easier:

- » When serving, the ball may bounce once.

Harder:

- » Have players form a circle and serve or dig the ball across the circle to other players.



SERVE THE BALL UNDERARM

- TIPS**
- » When serving, players rest the volleyball in the palm of one hand, holding it on the other side of their body so that it is in front of their striking hand.
 - » The wrists and fingers of their striking hand must be strong at the point of contact.

- ASK THE PLAYERS** » What is your preference when serving — using an open hand or a closed fist?



- SAFETY** » For some players, the hard ball may cause discomfort.

Kolap

START OUT TG 04
10 MINUTES

Players throw objects onto a target, such as a mat, with the aim of reaching a set score. (Play in pairs.)

SKILL FOCUS *Develops accuracy in serving*

ADDITIONAL EQUIPMENT *4 mini-volleyballs per pair (or similar balls)
4 tennis balls per pair*

Use the activity card, PLUS...

- » Use tennis balls at first and then introduce volleyballs.
- » The aim is to bounce the ball within the target.
- » Players use an underarm throw for the first round.
- » Introduce an underarm service action in the second round.

Easier:

- » Increase the target size.

Harder:

- » Vary the distance to the target.
- » Only allow serving, not throwing.

TIPS

- » When serving, players need to follow through with their striking hand.
- » Encourage players to use both an open and closed hand to help them find the easiest way to serve.



ASK THE PLAYERS » What happens if you do not follow through with your striking hand when serving?

No-go

GET INTO IT NC 03
15 MINUTES

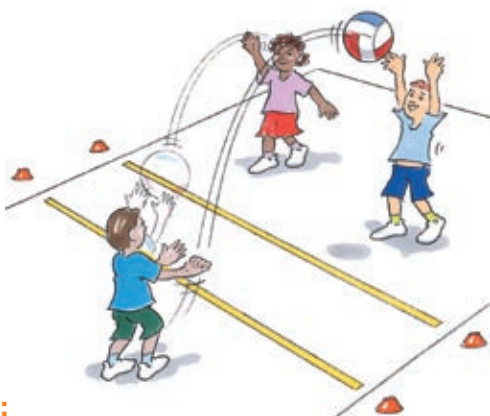
Players are divided into two teams separated by a no-go barrier. The ball is served across the barrier. The opposing team has to catch the ball and serve it back. (Play in 2 teams of 3 or more.)

SKILL FOCUS *Practises serving and receiving service*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Use the activity card, PLUS...

- » Players must serve the ball underarm or overarm across the no-go barrier.



Easier:

- » Have players move closer to the no-go zone when serving.
- » Allow the receiving team to let the ball bounce once.
- » Increase the number of players per team.

Harder:

- » The receiving team digs the ball to another team-mate who must catch it to score a point.
- » The receiving team must successfully dig, then set, then catch to score a point.
- » Players must serve from the back line only.

TIPS » The lower and flatter the serve is, the harder it is to return.

SAFETY » Players should keep an eye on the person serving behind them to avoid being hit.

Interceptor

GET INTO IT INV 01
10 MINUTES

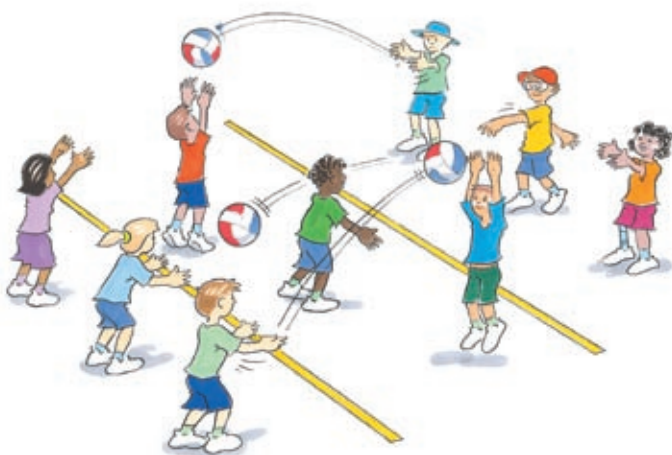
Two players pass a ball to one another. An opponent between the two players attempts to intercept the ball. Players change roles frequently.

SKILL FOCUS *Practises serving, blocking and catching*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » Players serve underarm.
- » The interceptor attempts to block or catch the serve.
- » Players swap roles when the interceptor is successful.



Harder:

- » Players use an overarm serve.

TIPS » Players need to serve the ball high enough to avoid the interceptor catching it.

What did you learn?

FINISH UP 01
5 MINUTES

Reinforce skill points about serving.

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 5

OBJECTIVE	Learning the skill of spiking
TIME	60 minutes
AREA	Volleyball court or equivalent space with a no-go zone marked
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» Tape/chalk for ground markings» 1 bucket and 1 hoop per group of 3» 1 cone/skittle per player» 4 mini-volleyballs (or similar ball) per group of 3

Card summary

- » **Start Out WC 08B**
- » **Start Out CP 07A**
- » **Start Out SF 02**
- » **Get Into It NC 08**
- » **Get Into It TG 06**
- » **Finish Up 01**



5

Remember, if the game isn't working **CHANGE IT**

Hit the square

START OUT CP 07A
10 MINUTES

Two pairs of players on opposite sides of a square pass a ball by bouncing it between pairs. (Play in groups of 4.)

SKILL FOCUS *Practises spiking/hitting the ball with accuracy*

ADDITIONAL EQUIPMENT *1 mini-volleyball per pair (or similar ball)*

Use the activity card, PLUS...

- » Players begin by bouncing the ball from head height into the square target.
- » Then, using the spiking technique, players toss the ball above their heads and hit it into the target.
- » Challenge players to see whose ball bounces the highest after they have spiked it.



Easier:

- » Increase the size of the target.

Harder:

- » A partner lobs the ball up for the hitter to spike at the target.

- TIPS**
- » Try not to throw the ball too high in the air before spiking it.
 - » Encourage players to use an open hand and hit the ball with fingers firm and together.

- ASK THE PLAYERS**
- » When you are spiking, is it easier to control the spike with an open hand or a closed fist?
 - » Where would be the best place on court to spike the ball?
 - » What is the advantage of spiking the ball?

- SAFETY**
- » Players need to be careful not to direct a spike at other players.

Bucket and hoop

START OUT SF 02
10 MINUTES

From a throw, a ball is spiked to hit a hoop or bucket to score points. Play in groups of 3 players – a feeder, a spiker and a collector.

SKILL FOCUS *Practices spiking the ball with accuracy*

ADDITIONAL EQUIPMENT *4 volleyballs (or similar balls) per group of 3*

Use the activity card, PLUS...

FEEDERS:

- » Toss the ball above the head height of the spiker.

SPIKER:

- » Spike the ball and try to make it hit the bucket or bounce inside the hoop.
- » Rotate after 6 attempts.

COLLECTORS:

- » Collect the balls and return them to the feeder.

Scoring

- » Bucket – 5 points.
- » Hoop – 3 points.
- » Playing area – 1 point.
- » Total the score after every 6 hits.



SPIKING

- ASK THE PLAYERS**
- » **FEEDER** – Where is the best place to throw the ball to make sure the spiker is successful?
 - » **SPIKER** – When is the best time to spike the ball to ensure a successful hit?

Continuous tennis

GET INTO IT NC 08
20 MINUTES

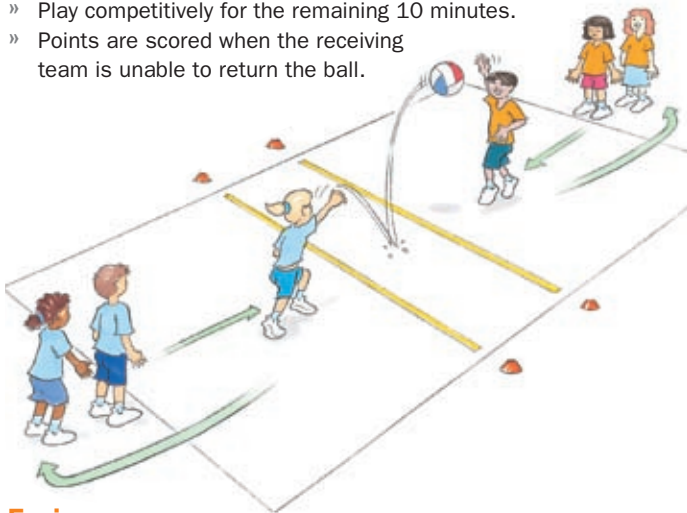
Players spike a ball into the no-go zone and run to the back of the line, making way for the next player to receive the ball and spike it. (Play in groups of 4.)

SKILL FOCUS *Practises the skill of spiking*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Use the activity card, PLUS...

- » Player 1 spikes the ball into the no-go zone.
- » Player 2 spikes the moving volleyball back into the no-go zone.
- » Play cooperatively for the first 10 minutes.
- » Rotate groups.
- » Play competitively for the remaining 10 minutes.
- » Points are scored when the receiving team is unable to return the ball.



Easier:

- » Player 2 catches the volleyball and spikes it into the no-go zone.

Harder:

- » Decrease the size of the no-go zone.
- » Award a point if the spike successfully lands in the no-go zone.

TIPS

- » Make sure the ball is on the hitting side of the player's body.
- » After spiking the ball, the player's hitting arm should follow through across their body.

ASK THE PLAYERS » In tennis, what action is similar to spiking?

Koolchee

GET INTO IT TG 06
10 MINUTES

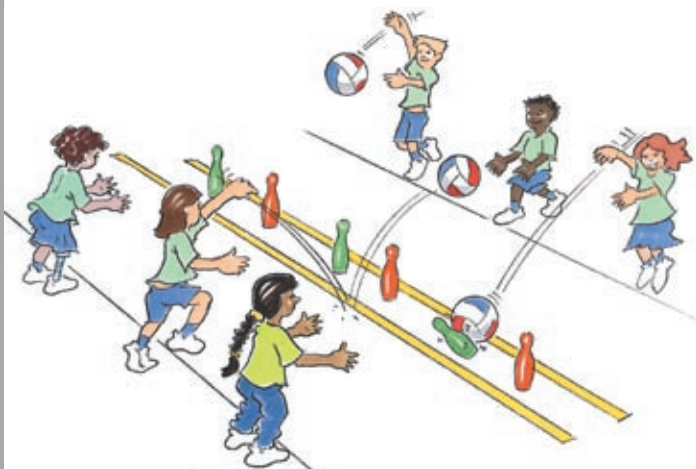
Players spike the ball trying to knock over their partner's target, such as a skittle or cone. (Play in pairs.)

SKILL FOCUS *Focuses on spiking the ball with power and accuracy*

ADDITIONAL EQUIPMENT *1 mini-volleyball per pair (or similar ball)*

Use the activity card, PLUS...

- » Players spike the ball with the aim of knocking over their partner's target.



Easier:

- » Allow players to use an overarm throw or a push from above the shoulder.

Harder:

- » Have a team-mate lob the ball up for a player to spike at the target.

TIPS » Players should turn their body towards where the ball is to be spiked.

ASK THE PLAYERS » How can you direct where the ball needs to be spiked?

SAFETY » Players need to be aware of cones rebounding when they are hit.

Low 5s, high 5s

START OUT WC 08B
5 MINUTES

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

SKILL FOCUS *Warm down activity/energiser*

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 6

OBJECTIVE	Developing skills of blocking and defending
TIME	60 minutes
AREA	Volleyball court or equivalent space with a no-go zone marked
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» 1 volleyball net or rope per court» 1 mini-volleyball (or similar ball) per player

Card summary

- » **Start Out WC 04A**
- » **Start Out WC 08B**
- » **Start Out INV 02**
- » **Get Into It NC 05**
- » **Get Into It NC 11**
- » **Finish Up 01**



6

Remember, if the game isn't working **CHANGE IT**

Names

START OUT INV 02
10 MINUTES

All players stand in a circle and pass a ball to each other. An interceptor inside the circle tries to intercept the ball. Only the interceptor can move. (Play in groups of 6–8.)

SKILL FOCUS *Develops the ability to intercept and anticipate where the ball is going*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Use the activity card, PLUS...

- » Change the method of passing between players (e.g. dig, set, serve or spike).



DIG



SET

- » The interceptors must block the ball with their hands.

Harder:

- » Add extra interceptors.



TIPS » When trying to intercept, watch the body movement of the player passing the ball.

ASK THE PLAYERS » How can you make sure the ball will not be intercepted?
» What should an interceptor be trying to anticipate?

Throw, throw, throw

START OUT WC 04A
10 MINUTES

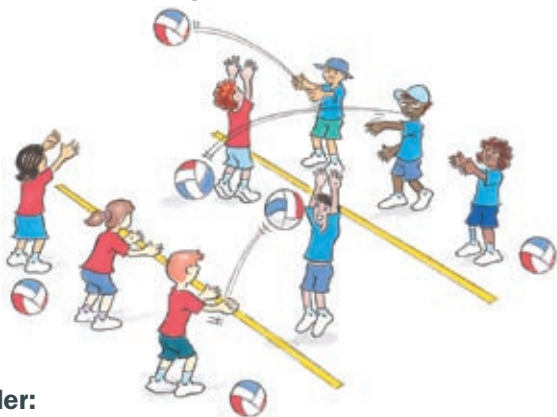
Two groups of equal size face each other on opposite sides of the court with a no-go zone in the middle. All players have a ball and, on your signal, pass their ball in the direction of the opposite team while 1 interceptor from each team attempts to block the balls. After a set period, balls are counted to see which team has the fewest.

SKILL FOCUS *Helps players read the game and teaches how to block the ball as a defender*

ADDITIONAL EQUIPMENT *1 mini-volleyball per player*

Use the activity card, PLUS...

- » One interceptor from each team stands in the no-go zone.
- » Players can choose to serve, lob or pass the ball across the no-go zone towards the other team.
- » Interceptors in the no-go zone try to block opponents' balls using their hands.



Harder:

- » Increase the width of the no-go zone and have players serve or spike the ball.

- TIPS**
- » Rotate interceptors regularly.
 - » Blockers should have knees bent, ready to jump.
 - » Have players face fingers downward when blocking, so when the ball rebounds it is directed towards the ground.
 - » Blockers should stay close to the opposition's line.

- SAFETY**
- » Players need to be careful not to hit their team interceptor from behind.

Zone ball

GET INTO IT NC 11
15 MINUTES

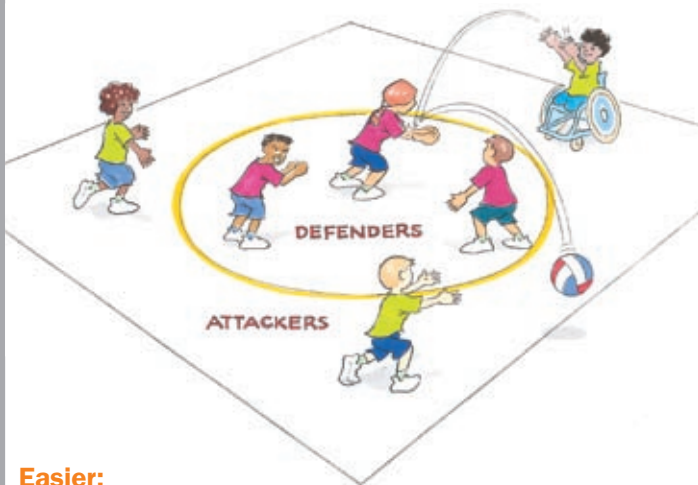
Players are divided into two teams – an attacking team and a defending team. The defending team prevents balls from landing in their zone by digging, setting or spiking them away. (Play in teams of 3 or more.)

SKILL FOCUS *Practises setting, digging and spiking*

ADDITIONAL EQUIPMENT *3 or 4 mini-volleyballs per group
(or similar ball)*

Use the activity card, PLUS...

- » Attackers serve the ball either underarm or overarm.



Easier:

- » Defenders may catch the ball before digging, setting or spiking it out of their zone.

Harder:

- » Increase the number of balls.

TIPS » Have one team as defenders for a designated period and then swap roles.

ASK THE PLAYERS » When defending, where should you stand on the court to defend your area?
» When attacking, what tactics could you use to improve the chances of winning the point?

Space ball

GET INTO IT NC 05
15 MINUTES

Two teams are on a court with a net between them. The serving team sends the ball over the net. The opposing team has to keep the ball off the ground by catching it or using a defender to block the ball. The receivers then become the servers and return the ball. (Play with 6 or more.)

SKILL FOCUS *Helps players read the game and teaches them how to block at the net*

ADDITIONAL EQUIPMENT *1 volleyball net or rope strung between 2 poles
1 mini-volleyball per court (or similar ball)*

Use the activity card, PLUS...

- » Each team nominates a defender to stand at the front of the court.
- » On the serve, if the defender successfully blocks the ball, they score 2 points.



- » If the serve passes the defender, other team members must set or dig to another team member to catch the ball.



continued overleaf

Space ball *continued*

- » If a player catches the ball, they score 1 point for their team.
- » If the ball hits the ground, the serving team scores 1 point.
- » After the receiving team catches the ball, they return it with a serve.

Easier:

- » Players may serve the ball closer to the net.
- » The ball is allowed to bounce once.

Harder:

- » The receiving team must dig, set and catch the ball before returning it.
- » Play using mini volleyball rules. Teams score 2 points if they win a rally using a block.

TIPS

- » The players need to be as close to the net as possible to block the ball.
- » Have blockers try to jump above the net height to block the ball.
- » Blockers must try to keep off the net when blocking.



- ASK THE PLAYERS** » What does a player need to do to be a good defender?

Low 5s, high 5s

START OUT WC 08B
5 MINUTES

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

SKILL FOCUS Warm down activity/energiser

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 7

OBJECTIVE	Developing the skills of a modified game of mini volleyball
TIME	60 minutes
AREA	Volleyball court or equivalent space with a no-go zone marked
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» 1 volleyball net per court» 1 mini-volleyball (or similar ball) per court

Card summary

- » **Start Out WC 08A**
- » **Start Out CP 02B**
- » **Get Into It NC 02**
- » **Get Into It NC 04**
- » **Get Into It NC 06**
- » **Finish Up 01**



7

Remember, if the game isn't working **CHANGE IT**

Partner tag

START OUT WC 08A
10 MINUTES

Players form pairs. On your signal, one player — the tagger — tries to tag the other player. At the same time, all other pairs are doing the same thing — taggers are trying to tag their partners.

SKILL FOCUS *Warm up/energiser activity*

Refer to the activity card...

Wulijini

GET INTO IT NC 04
10 MINUTES

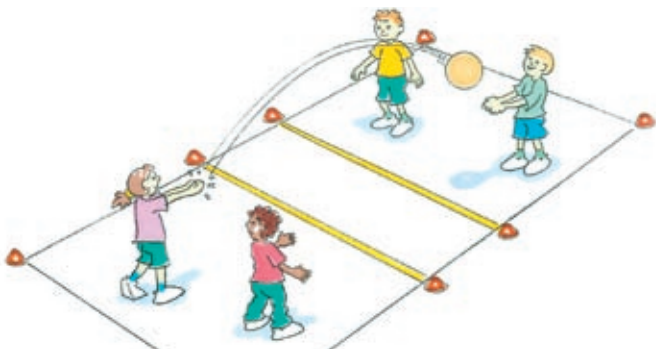
Two teams try to keep the ball in the air for as long as possible.

SKILL FOCUS *Teaches control of the ball in the air and encourages teamwork to cover a court in defence*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Use the activity card, PLUS...

- » Nominate either a dig or a set which players must use to keep the ball in the air.
- » Players must use 3 passes to return the ball.
- » Players work cooperatively to keep the rally going.



ASK THE PLAYERS » What needs to happen to keep the ball in the air for as long as possible?

Sitting volleyball

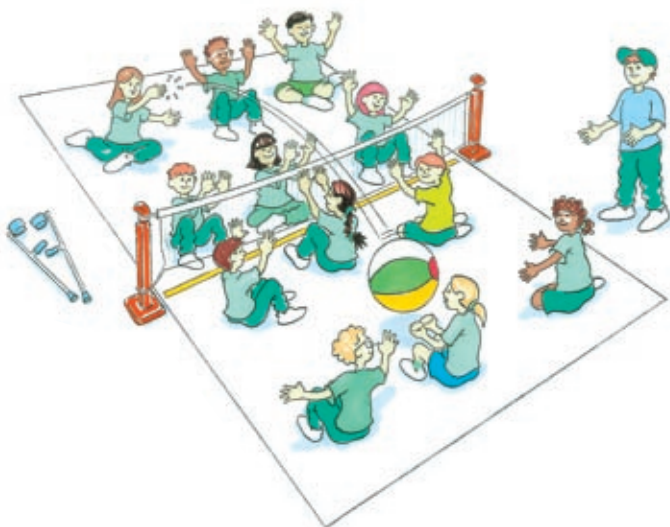
GET INTO IT NC 02
15 MINUTES

An alternative version to traditional standing volleyball, using a smaller court and a lower net.

SKILL FOCUS *Teaches the rules of volleyball and promotes inclusion*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Refer to the activity card...



Easier:

- » Allow an unlimited number of passes before the ball goes over the net.

Harder:

- » Reduce the number of players in each team.

TIPS » Encourage players to communicate with each other to emphasise teamwork.

ASK THE PLAYERS » What extra rules could you add to help this game?

Newcombe ball

GET INTO IT NC 06
15 MINUTES

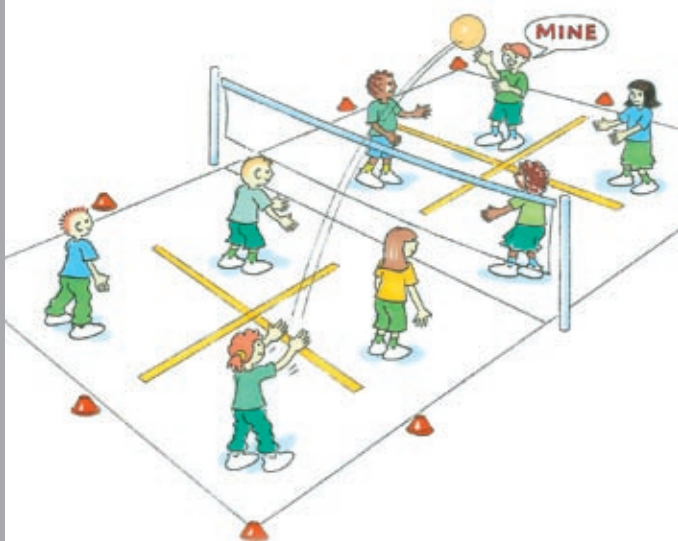
Form two teams, with a net between them. The serving team sends the ball over the net and the opposing team has to catch the ball and keep it off the ground. (Play with 2 teams of 4.)

SKILL FOCUS *Introduces players to mini volleyball rules*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Use the activity card, PLUS...

- » Players may catch the ball off the serve or the first pass over the net.
- » Players then play 3 passes (e.g. dig, set, spike) to return the ball over the net.
- » Continue until a rally is won.
- » The team winning the rally serves.



Easier:

- » Allow players to let the ball bounce before catching it.

Harder:

- » The serve must be from the baseline instead of the back half of the court.

Untie the knot

START OUT CP 02B
5 MINUTES

Each player holds the hands of two different players. The aim is to untangle the knot without letting go.

SKILL FOCUS Warm down activity that encourages cooperation and flexibility

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 8

OBJECTIVE	Developing the specific skills, rules and tactics of a modified game of mini volleyball
TIME	60 minutes
AREA	Volleyball court or equivalent space
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» 1 volleyball net per court» 1 mini-volleyball (or similar) per group of 3

Card summary

- » **Start Out NC 02A**
- » **Get Into It NC 06**
- » **Get Into It NC 09**
- » **Get Into It NC 10**
- » **Finish Up 01**



8

Remember, if the game isn't working **CHANGE IT**

Keep the ball up

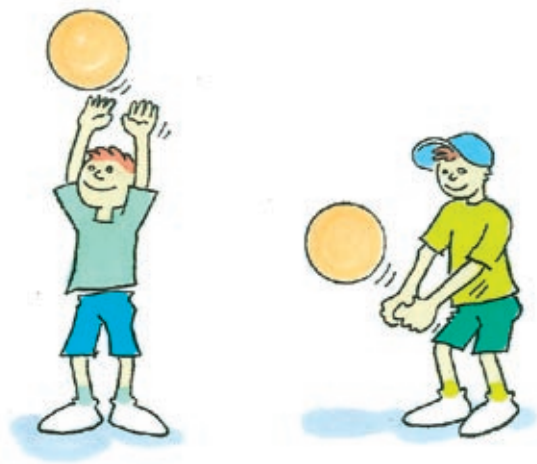
START OUT NC 02A
5 MINUTES

Players try to keep the ball off the ground by passing it to each other. (Play in groups of 3 or more.)

SKILL FOCUS *Energiser that uses passing/hitting skills to keep the ball up in the air*

ADDITIONAL EQUIPMENT *1 mini-volleyball per group (or similar ball)*

Refer to the activity card...



Harder:

- » On your call, the passing method between players must change to either a 'SET!' or 'DIG!'

- TIPS**
- » When players are setting, fingers and wrists need to be strong.
 - » The closer you are to other players, the easier it is to control the ball and keep it off the ground.

Newcombe ball

GET INTO IT NC 06
15 MINUTES

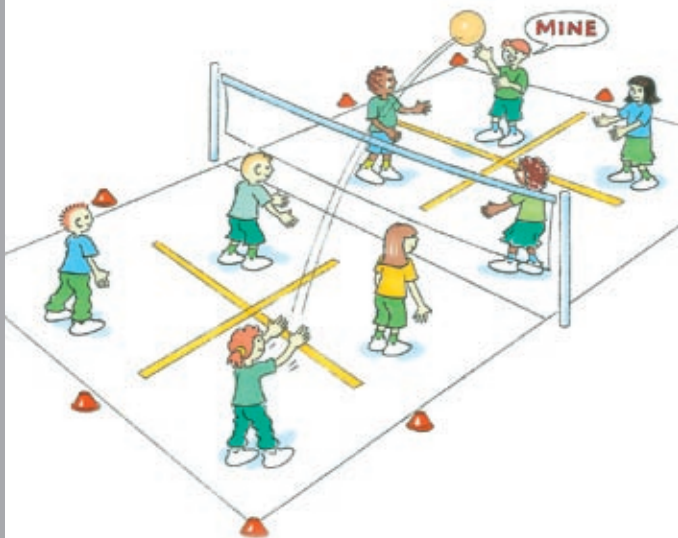
Form two teams, with a net between them. The serving team sends the ball over the net and the opposing team has to catch the ball and keep it off the ground. (Play with 2 teams of 4.)

SKILL FOCUS *Introduces players to mini volleyball rules*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Use the activity card, PLUS...

- » Players may catch the ball off the serve or the first pass over the net.
- » Players then play 3 passes (e.g. dig, set, spike) to return the ball over the net.
- » Continue until a rally is won.
- » The team winning the rally serves.



Easier:

- » Allow players to let the ball bounce before catching it.

Harder:

- » The serve must be from the baseline instead of the back half of the court.

King/Queen of the court

GET INTO IT NC 10
10 MINUTES

This is a modified version of volleyball, played on a smaller court. The team that wins the rally remains on the court and becomes King/Queen. The losing team leaves the court to be replaced by the next challenger. When a team beats the King/Queen, they move to the other side of the net to replace the King/Queen. (Play with 3 teams of 4.)

SKILL FOCUS *Introduces mini volleyball rules*

ADDITIONAL EQUIPMENT *1 mini-volleyball per court (or similar ball)*

Refer to the activity card...



TIPS » Encourage players to communicate with each other to emphasise teamwork.

Mini volleyball

GET INTO IT NC 09
20 MINUTES

A modified version of volleyball played on a smaller court with no designated positions. (Play with 2 teams of 4.)

Refer to the activity card...

TIPS » Focus on the importance of playing as a team and working together in both defence and attack.
» Focus on the importance of using up the maximum 3 hits permitted.

What did you learn?

FINISH UP 01
5 MINUTES

Reinforce skill points about volleyball. Make participants aware of local opportunities to continue to participate in mini volleyball outside of this program.

Refer to the activity card...



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Where to from here?

There are a number of ways you can continue your positive experience with volleyball. Through state and territory associations, the Australian Volleyball Federation delivers a range of programs for juniors (Spikezone®), coaches and officials, and people with a disability. Below is a brief outline of some of the programs available. For more information, contact the appropriate state volleyball association or refer to the Australian Volleyball Federation web site (see contact details below).

Spikezone®

The Australian Volleyball Federation's national participation program for primary school children (8 to 13 year olds) is Spikezone® and is delivered at various locations throughout the country. This program offers the opportunity for participants to engage in regular games against other teams, typically on a weekly basis for a period of about 10 weeks.

For more information about the Spikezone program, visit the web site at www.spikezone.com.au or send an email to spikezone@avf.org.au.

Volleyball in schools

While the sport is still becoming established at the primary school level, it has a definite presence at high school level. Teams participate in weekly leagues and most states/territories have an annual State Schools Cup event. The pinnacle at this level is the Australian Volleyball Schools Cup, an annual event held each December with more than 3,500 students from every state and territory and regular teams from high schools overseas. This event is the largest of its kind for any sport in Australia.

Coaching and officiating

Through each state volleyball association, the Australian Volleyball Federation delivers coaching and refereeing accreditation training programs all year round. Coaches and referees who complete the requirements for these training programs are accredited through the National Coach Accreditation Scheme (NCAS) and the National Officials Accreditation Scheme (NOAS).

For more information about getting involved in coaching and refereeing programs, visit the Australian Volleyball Federation web site or contact your state volleyball association.

Inclusive volleyball for players with a disability

There are opportunities for players with a disability to be involved with all levels of volleyball. The Australian Volleyball Federation encourages inclusion within its participation programs and also has links with national disability sport organisations that deliver sitting volleyball, standing volleyball and volleyball for the deaf through to national team level at international competitions, including the Paralympics and Deaflympics respectively.

For more information

On leaving school, there are both competitive and social participation opportunities available through affiliated volleyball clubs and associations.

The 'Where can I play?' map that is accessible on the Australian Volleyball Federation web site at **www.avf.org.au** provides more information about these opportunities, including contact details for club and association representatives who can provide further information.

Alternatively, contact the following organisations for information about opportunities in your area:

Australian Volleyball Federation

Phone (02) 6247 6633

Email info@avf.org.au

Volleyball ACT

Phone (02) 6247 9587

State Volleyball New South Wales

Phone (02) 9543 0738

Volleyball Northern Territory

Email volleyballnt@gmail.com

Volleyball Queensland

Phone (07) 3367 1991

Volleyball South Australia

Phone (08) 8124 9100

Volleyball Tasmania

Email spikezone@volleyballtasmania.com.au

Volleyball Victoria

Phone (03) 9521 4800

Volleyball Western Australia

Phone (08) 9228 8522