

CEV

School Project

play volleyball
grow with it

Teachers Handbook



CEV



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play volleyball grow with it

Introduction

Volleyball is an exciting team sport, which offers challenge to its performers whilst also ensuring fundamental skill development for all levels and abilities, however if you ask someone about their memories of Volleyball lessons at school, unfortunately, they will often mention their negative experiences. Painful or even bruised forearms and very short rallies can have a demotivating effect and leave people with bad memories of the sport. The reason for this is often that the teacher tried to teach Volleyball without any major changes or modifications to the actual rules of the game.

It is quite easy to teach the highly complex target game of Volleyball in a motivating and successful way by using simple adaptations – and this applies to children of primary school age right through to adults.

The aim of this manual is to provide a framework that will enable any coach or teacher involved in physical education classes to implement Volleyball practices with children aged 8-12 – and to do so with their successful engagement.

There are many advantages of using Volleyball as a sport to create lesson content:

- Coordination development and skills training
- Social interaction within the same team and against each other
- Physical activity without physical contact → low risk of injury and a low inhibition threshold
- Co-education, i.e. no separation of girls and boys necessary → also later an attractive sport for both genders
- Joint promotion of more powerful and weaker children → good opportunities for differentiation, with an appropriate level of difficulty – resulting in a motivating effect for all
- Development of analytical and tactical thinking

The challenge is to define the rules and conditions so that children can play Volleyball with their existing set of skills. In this manual, the focus will be on communicating the idea of the game. Teachers with and without a sport education background, as well as junior trainers, should be motivated to teach Volleyball in a playful and age-appropriate way when working with children aged 8 to 12.

For this purpose, children are best introduced to the basic game of the primary level, “Volleyball over the string”, with general and special preparatory games. The perfection or even introduction of techniques should remain in the background. Only the basic technique of the upper pass (setting) and at the end the bouncing (forearm passing) is to be introduced.

Glossary

Lucky-Luke or Ready-Position:

Knees are slightly bent and the centre of gravity is neutral, slightly on the front foot. The arms are slightly flexed and in front of the body. Due to the slight pre-tension, subsequent movements can be carried out more quickly.



Positioning of hands for upper pass that will lead the children to play the Volleyball technique of setting with fingers.

Open Triangle:

Spread fingers of both hands in a cupped position with thumbs and index fingers forming a triangle above your face.



Pressure Pass:

The ball is pushed away with both hands above the forehead. The ball needs to be above the forehead in order to make the children move and position themselves correctly on the ball.



Supergirl / Superman:

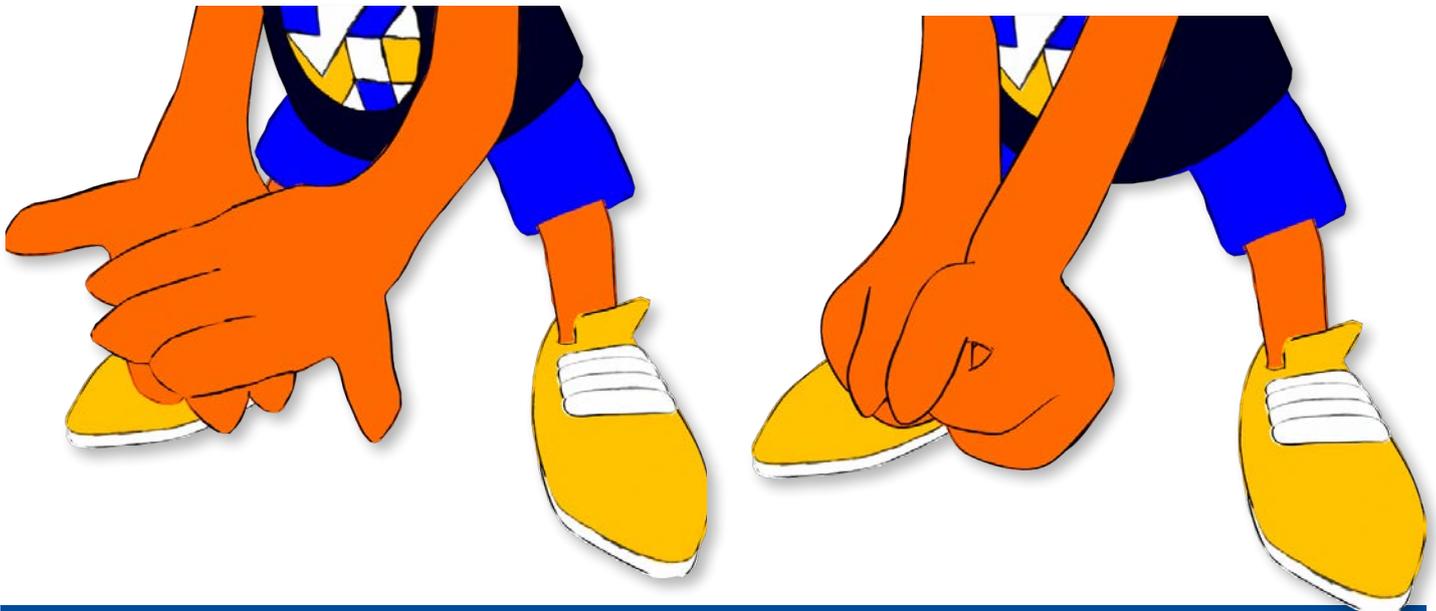
The ball has to be thrown away by pushing with both hands above the forehead, continuing the motion into the so-called position of Superman / Supergirl.



Positioning of hands for bouncing that will lead the children to play the Volleyball technique of forearm passing.

Step 1 place the knuckles of one hand into the palm of your other hand. Thumbs should be side with knuckles up, resting on top of your index fingers.

Step 2 try to rotate your forearms forward so that your elbows touch. Remember that you should place your arms in such a way that the first contact with the ball comes with the inside of your forearms fully stretched. This is where we contact the ball.



"Water Ditch"

an area of the court that should not be used in order to achieve advantage when performing certain elements. An invisible area of the court between participants playing against each other, if the ball is played in to the ditch it is regarded as "out".

"Body-ball ratio"

tells you how much of the surface the body represents when compared to the whole ball.



General Conditions

for a successful Volleyball lesson

with 8–12 year olds

Ball

Children of primary school age usually need **lighter balls** than adults would use. This is the only way that they can learn Volleyball techniques and tactics and take part in practice in a correct and fun way.

Advantages:

- Lighter balls fly slower, giving students more time to react ➔ longer rallies = more enjoyment and motivation
- Better ratio of body to ball weight ➔ less inhibitions to play the ball
- Later: Volleyball techniques are easier to implement ➔ less problems with the thumb when setting and less forearm pain when digging

The CEV recommends the use of the Mikasa SYV5 ball. This is a soft and reduced weight ball, which is ideal for children. Both soft balls and beach balls are also particularly suitable. Another possibility is balloons within a fabric cover.

The ball should be selected according to the abilities of the children and changed according to the learning objective of the activity. The more difficult and complex the task, the easier the ball should make it – because it travels through the air slower. A heavier and therefore faster ball can make the same task much more difficult. This means that **internal differentiation** is only possible with the help of a variety of different balls.

It is important that there is a sufficient number of different balls. It is best to have **a separate ball for each child**, especially the school ball specifically designed for the entry level of the Volleyball game. **A maximum of two children should have to share a ball.** In the 2+2/2:2 game, only one ball is needed for four children.

Number of players

One of the most important aspects when instructing children at this age is **the number of ball contacts made per player**. To keep this as high as possible, **small court games 1+1 and 1:1** as well as **2+2 and 2:2** are recommended. When playing 1+1/1:1, it must be taken into account that the body-ball ratio changes unfavourably when the same player is controlling the ball several times in a row. For this reason, if the setting is controlled, the game 2+2/2:2 should be progressed to as quickly as possible.

A further reason for **small groups** is the **lower number of overlapping areas**, e.g. in the game 2+2/2:2. In this form of play, the ball contacts within the team always take place alternately, which promotes the assumption of responsibility, communication and sense of playing together.

Net construction

Many children can play straight away on a **longitudinal Volleyball net**. This enables **a high number of ball contacts for each child**. If a long net is not available, an **elastic Reivo band** is an ideal substitute. Other solutions such as a badminton net and straps stretched on hooks, walls or net

posts are also suitable as net replacements at the beginner level. **Construction site tape** is also a good alternative due to its lightweight and low cost, and it does not vibrate as strongly as an elastic tape.

Court size and net height

Altering the size of the playing area should be used to make the game appropriate for the participants and ensure the activity is goal-oriented. In a smaller playing court, it is harder to score a point and in return, it is easier to keep the ball in play. As a result, **the rallies in the small court game become much longer**, which makes the game more fun.

It is important that the playing area is clearly visible. Existing lines of various other sports can be used for this purpose. Nevertheless, the side-lines of the large Volleyball court are particularly suitable if available. From the 9m x 18m large playing court four complete playing courts (eight court halves) of 4.5m x 4.5m or 16 halves 2m x 4m for the game 1:1/2:2

can be created with a longitudinally stretched long net (or a tape). For **missing lines, aids** such as flat cap plates, marking plates or cones can be used.

The net height also has a considerable influence on the structure of the game. The advantage of a higher net is that high passes or ball flight curves are forced. This gives the players **more time to react**, the **defence is made easier** and **the rallies are consequently longer**. The height of the net should only be high enough so that the children do not have great difficulty playing the ball over to the other side. In the case of particularly different conditions, when the class consists of children with different abilities and heights, a diagonally stretched net can also be used as an internal differentiating measure.

Rules of the Game

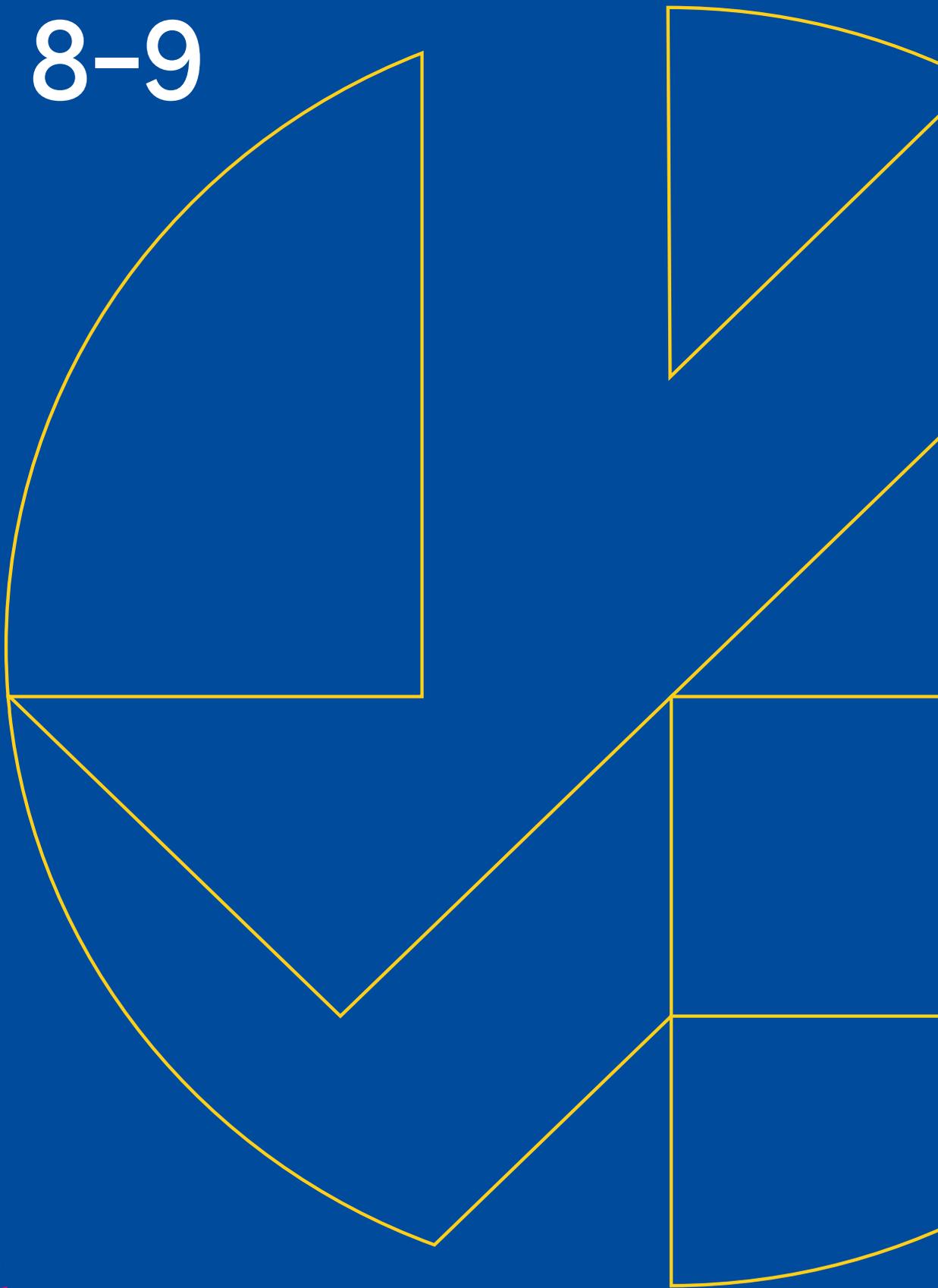
Also the rules of the game can and **should be adapted to the respective performance level and learning objective**. It is important that these rules are developed together with the children, clearly formulated and adhered to.

The most important Volleyball rules for children aged 8-12 are:

- Goal when playing against each other: Play the ball over the net and into the opponent's playing area.
- Goal when playing with each other: Achieve as many ball contacts/net crossings as possible without making any mistakes.
- Number of ball contacts ➡ can be varied. Playing only once per side should be avoided or forbidden; three ball contacts are the goal.
- Ball "in" ➡ The line counts towards the court, meaning if the ball touches the line (even slightly), the ball is "in".
- Ball touched and "off" ➡ If a player touches the ball and it flies out, or it is not returned in their allocated touches, this is a mistake.
- Alternating execution of the ball contacts in games with two players on each side ➡ A player may not play the ball twice in a row (exception being when introducing the setting).

Lessons

Age 8-9



First Lesson

Warm-Up-Game: Volleyball Court Catching

Learning goals: Orientation in space, speed of approach, peripheral vision, speed of reaction, agility

Game procedure: Children are divided into two groups and each group is placed on the lines of a Volleyball court. One child per group is a chaser. When the teacher initiates play, the chaser tries

to catch his / her friends using the Volleyball lines with side steps and without leaving the lines. The other children try to escape from the chaser using slide steps and not crossing the lines. The chaser changes when the chaser touches another child.

Champion on the ball - Basic game forms/exercises

Learning goals: Ball control, estimation of ball flight and body-ball-ratio

Procedure: Every child has a ball. The ball is thrown straight up from below with both hands and caught again with both hands.

Practical tip: Competition character!

In order to motivate children, these exercises should be carried out early as a form of competitive play. For example, the number of error-free repetitions in a row or the number of error-free actions performed in a certain time can be counted. In this form of competition, each child can either count the points for themselves or several children can add their points as a team.

For example - Which child will be the first to make ten successful attempts without the ball falling on the ground?

Variations:

- One-handed throwing and/or catching.
- Between throwing and catching, clap your hands in front of or behind your body or make a 180-degree turn or run under the ball or sit on the ground or touch both soles of your feet.
- Throwing and/or catching the ball while sitting or lying down.
- Throw the ball against a wall and catch it.
- Throw the ball through your legs or behind your back.
- Catch ball in jump overhead ➔ Training of bounce power and jump timing.

Practical tip: Too little space/balls?

- ➔ Have exercises carried out in groups of two
- ➔ Use other balls or throwing objects
- ➔ Assign each child a small area in which the ball must be thrown and caught during the individual exercises ➔ Precision and safety

Second Lesson

Warm-Up Game: Tape Catching

Learning goals: Orientation in space, speed of approach, peripheral vision, speed of reaction, agility

Procedure: All children have a party band (or similar) in the back of their waistband. The task is to catch as many straps as possible and fasten them in your own waistband. Do not leave the Volleyball half court (9m x 9m).

For larger groups, perform on the entire Volleyball court (9m x 18m).

Champion on the ball - Complex game forms/exercises I

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space

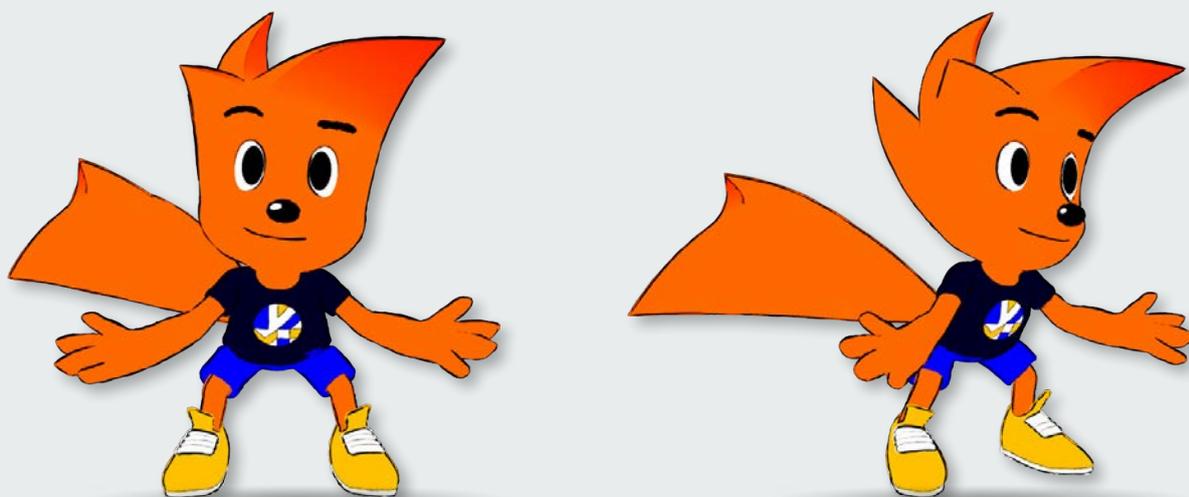
Form of organisation: Exercises with a partner, working with one or two balls (lane arrangement with or without net/cord between the children).

Procedure: Throw a ball over the net in pairs, which the partner catches from the air. The ball is thrown freely at the beginning, i.e. the throwing technique is not discussed.

Light variation: The ball may bounce one or two times before being caught (only tolerable at the beginning, as volleying the ball should be encouraged from the start).

As competition/form of complete play. See practical tips on competition character (first lesson).

Practical tip: "Lucky-Luke" position/Ready-Position



For all "Champion on the ball" variations, it is important that the children take up a position ready to move before the action, the **"Lucky-Luke" position**. The knees are slightly bent and the centre of gravity is neutral, slightly on the front foot. The arms are slightly flexed and in front of the body. Due to the slight pre-tension, subsequent movements can be carried out more quickly.

Variations (can be combined with each other):

- Two-handed throws with one ball/two balls.
- The ball is thrown from below the waist with both hands and caught again with both hands.
- The ball is thrown with both hands from above the head (football throw-in) and caught again with both hands.
- The ball is pushed away with both hands above the forehead (pressure pass) and caught again with both hands in front of the forehead. In this case, it is also necessary to adjust the body position (behind-and under the ball) when catching.
- Simultaneous throwing and catching of two balls between the partners.
- Rapid hand-eye coordination (Saccade): Two children each have one ball → Child A throws a ball to child B, who throws their own ball up, throws the ball thrown by A back to A and then catches their own ball again.

Practical tip: Too little space?

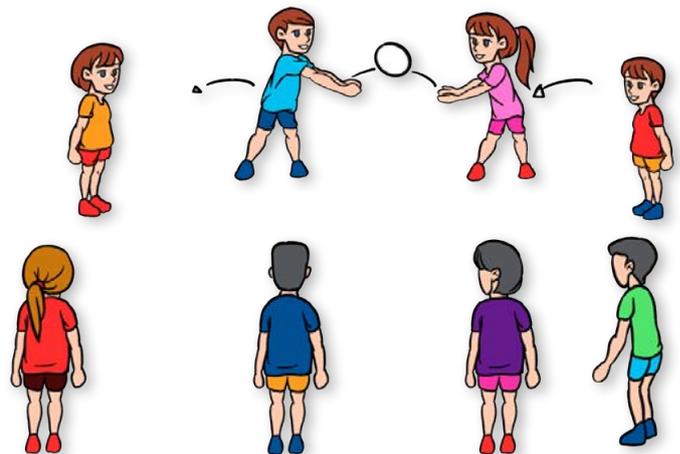
Carry out the exercises in groups of four: A throws the ball to B and then changes to C, which is behind A in the waiting position. B catches the ball, throws it back to C and changes to D, who is behind B in the waiting position.

Third Lesson

Warm-Up Game: Throwing-Circle

Learning goals: For group members to communicate with each other in order to make up some objectives and to communicate these to each other so that everyone is able to follow them.

Procedure: Form three or four groups of six players, each with one ball. At the teachers signal, the child does a two-handed underarm throw-in to the right side of his/her classmate. The child who gets the ball from their friend throws the ball in the same way to the right. Whichever group completes one round first gets one point.



Champion on the ball - Complex game forms/exercises II

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space.

Form of organisation: Exercises with a partner, working with one or two balls (lane arrangement with or without net/cord between the children).

Procedure: Throwing with lateral shifting: Child A and B each has a ball and stands about 2m laterally offset at a distance of about 6m and facing their partner → A and B simultaneously throw their balls straight forward, then move sideways (sidesteps) and catch the thrown ball.

As competition/form of play:

Practical tip: Motivational injection?

"Champion on the ball" variations as competition:

If a team manages a given task ten times, it gets a point. (Small object may be used to denote a point) At the end the team with the most points wins.

Alternative ➔ Several teams form groups, which play against each other. Advantage: weaker players and teams can be supported by stronger ones and still win.

Alternative ➔ The class plays together and pursues a common goal, e.g. must carry out as many successful actions as possible in five minutes. In this way, performance increases over several hours become visible.

Variations (can be combined with the ones in lesson two):

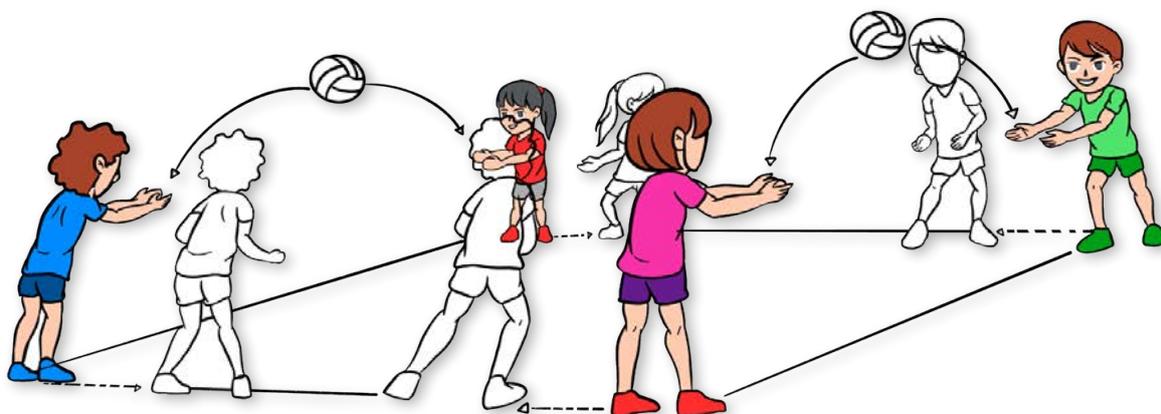
- Throwing with a change of sides: The procedure is the same as before, only A and B turn so that the right shoulder points to the partner ➔ A and B throw their balls as high as possible at the same time and about 2m forward ➔ A and B change sides and then try to catch the ball thrown up by the partner.
- Throwing the ball with a clap: The procedure is the same as before, now A and B clap each other in the middle after they have thrown the balls up and catch their own ball (possibly let it bounce once).

Throwing in Square

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space

Form of organisation: Form groups of four players and each group gets two balls. One ball is given to each pair. They are placed in the shape of a square facing towards their group.

Procedure: The children throw the ball (two handed underarm throw) to their partner and hold the ball before throwing it back. Then, they change their places by taking side slip steps and hold the ball thrown by their partner and throw it back while again changing their places. After a while, the children first throwing and holding the ball change their places.



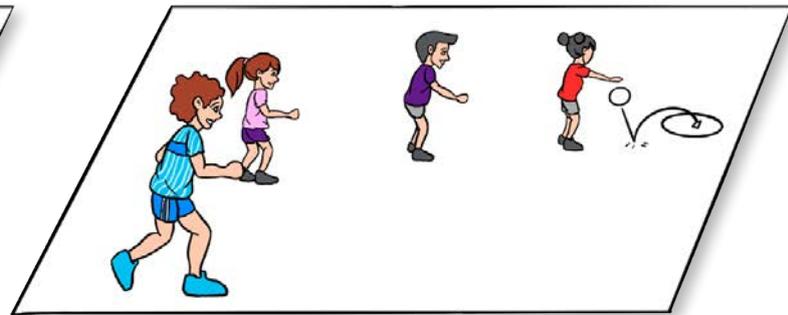
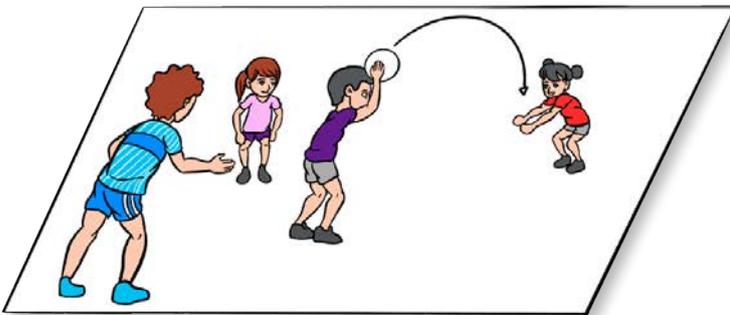
Variations: All kinds of throws (see lesson two)

Fourth Lesson

Warm-Up Game: Ball to other Camp

Learning goals: To include everyone on your team when you play a game.

Procedure: Two teams who are going against each other to try to score points. Form groups of eight or ten players per team and get a ball. Place a hoop on the ground for each team. The children pass (a two-handed football throw-in) the ball among teammates. The goal is to throw the ball into the circle of the opposite team. If the ball falls on the ground while the children on a team pass it to one another, they lose the ball. The opposite team start the game. Do not run with the ball in your hands.



Balls to the other Country

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space, initiating the setting-technique

Form of organisation: Two teams play against each other and are separated by a net or string.

Procedure: At the beginning of the game, the children throw balls over the net into the opposing side. The team that has fewer balls in its own playing court after the time has elapsed wins.

Variation I: The balls have to be thrown in a certain way, e.g. by pushing them away with both hands above the forehead (initiation of the technique, "Supergirl / Superman" as final picture).

Variation II: The balls must be thrown and played using the volley shot into the other court.

Variation III: Balls that are no longer in the air, but roll over the ground, may only be played over from the front zone (e.g. 3m-space) to the other side.

Spin in a Circle

Learning goals: Ball control, assessment of trajectories and body-ball ratio, orientation in space, initiating the setting-technique

Procedure: In any part of the court, from each group holds a hoop at the medium height and with the sign of the teacher, each child approaches the hoop up to a 2-meter distance and then performs the finger pass into the hoop. Then, the child takes the ball again and goes back in the finger pass position, before passing the ball to another child in the group and going to the back of the group. Which group will make it first?

Variation I: Form groups of four to six players. Each group forms a circle with players about an arm's length apart. Have one player go to the middle with the ball. Each player in turn volleys the ball back to the centre player. Continue until all have had a turn in the centre. Which group will make it around first without a mistake?

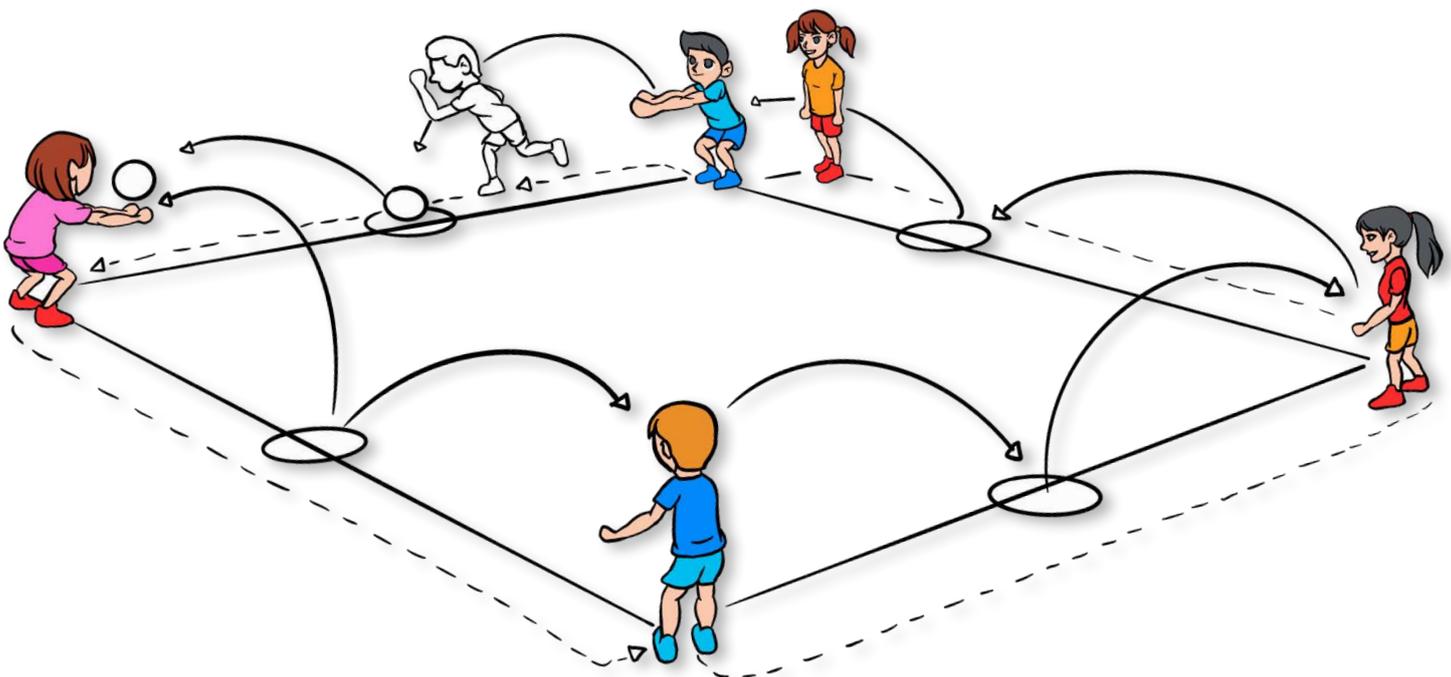
Fifth Lesson

Warm-Up-Game: Throw and Run after

Learning goals: To be aware of the other people on your team and to show this with communication.

Procedure: Form groups of five and get a ball. Children form a square. Place a hoop on the ground on each side. Each corner has a child but one corner has two children. The first child tosses the

ball above their head then try to bounce it in the hoop. After passing the child runs to the opposite side corner. The other player catches the ball and toss the ball up above their head then bounce it to the other side hoop. Then continue. Whichever group completes one round gets one point.



Ball over the string in game 1+1 (1 with 1)

Ball over the string can be played in different variations. The complexity of the game is constantly increased by rule extensions as well as new tactical and technical elements. Step by step there is an approach in the direction of the target game Volleyball.

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space, initiating the setting-technique, tactics in game 1+1 (throw ball high)

Form of organisation: Two players play together and are separated by a net or a string. Each player has a clearly defined playing court.

Procedure: The aim of the game is to throw the ball over the net into the opponent's court. The partner catches it and throws it back. Objective is to create as many net crossings as possible in pairs.

Variations: The ball must be thrown, caught or volleyed in different ways.

The "game with each other" can also be played as a competition, similar to "Champion on the ball" (see Practical tip in lesson two).

Sixth Lesson

Warm-Up-Game: Longest Run

Learning goals: To support people who have difficulty using teamwork when playing competitive games.

Procedure: Divide the class into team circles of eight players each team with a ball. At the signal teammates use setting passes to send the ball to one another, keeping the ball in the air without touching the ground. The team keeps the ball up longest wins.

Ball over the string in game 1:1 (1 against 1)

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space, initiating the setting-technique, tactics in game 1:1 with ball in/out

Form of organisation: Two players play against each other and are separated by a net or a string. Each player has a clearly defined playing court.

Procedure: The aim of the game is to throw the ball over the net into the opponent's court on the ground and to prevent this as an opponent. Thus, the basic idea of the game is the same as in Volleyball. Two players face each other in two

halves of the playing court and try to throw the ball over the string into the opponent's playing court on the ground.

Important: The children should anticipate the flight of the ball and move to the area where the ball falls. They should only let it "go out" if the ball is falling beyond the line. Encourage the game of movement. They should verbally support this with the call "out".

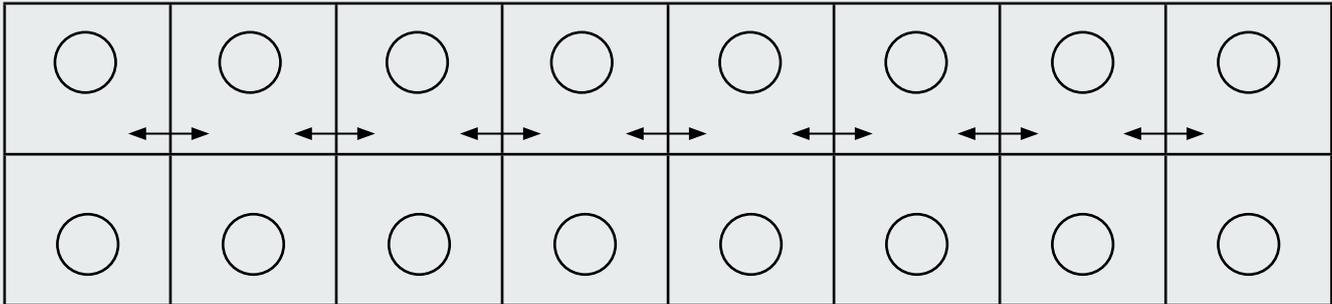
Practical tip: "Water ditch".

In the game 1:1 as well as in the game 2:2 a so-called "water ditch" can be used as methodical help. It marks the area close to the net as out, so no short balls may be played. This has the advantage that all balls can be captured above the forehead and then later played. It is always allowed to enter the ditch over the net to play the ball.

Variations: The ball must be thrown, caught or volleyed in different ways.

Practical tip: Emperor Ball mode.

Emperor Court: Losers go right, winners left



There are several playing courts (see above) on which short games are played for limited time (e.g. 2 minutes). At the end of the playing time, the winning side changes direction and ascends (goes left) one court while the losing side descends the other (to his/her right). In the event of a draw, a last ball or a quick "rock-scissors-paper" up to one is decisive.

➔ **Advantage:** Automatic internal differentiation, since after some time more homogeneous performance levels settle on the courts.

Variation: Emperor Ball mode with three players/teams per playing court

Two teams play a rally, the winner gets a "Big point" and the loser swaps the place with the waiting position. Or the team that is longer in the court changes with the waiting position.

Big changes after the end of the playing time as above: The team with the highest average number of points stays on the court, the other two teams ascend or descend one court.

➔ **Advantage:** More teams can be integrated on the same number of court.

Variation: The playing courts in the direction of the Emperor-court can be made bigger for the more capable children.

"Take points-game"

There are several playing courts and one or two waiting positions. A short set to seven points is played on the playing courts (Example: Result A vs. B: 7:4). The winner A stays on the court and starts again at 0 points. The loser B swaps with a team C, which changes from the waiting position to the playing court and takes over the points from B. The next set A:C starts with a score of 0:4.

➔ **Advantage:** Each team will win a game at some point. Teams that have just won start with a handicap and will be challenged.

Seventh Lesson

Warm-Up-Game: Player in the Middle

Learning goals: To be aware of the other people on your team and to show this with communication.

Procedure: Forms groups of four players. Each group gets a ball. A is in the middle of the triangle, players B, C and D throwing the ball at each other. The goal is for A to catch the ball from others. When A catches the ball, change the roles and the last child to throw goes in the middle.

Volleyball games with catching and throwing over the string in game 2+2

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space, preparing the setting-technique, tactics in game 2+2 (walking ways)

Form of organisation: Four players play two with two and are separated by a net or a string. Each team has a clearly defined playing court.

Procedure: The game ball over the string 2+2 already represents a demanding form. The concrete technical execution when playing the ball should play a subordinate role and can be individually

very different. Nevertheless, this form of play makes it possible for all children to act tactically together and it is close to the Volleyball game.

- The basic rules of the game are already adapted in some points to the Volleyball game.
- The players play the ball alternately.
- It is not allowed to run with the ball in hand.
- A maximum of three ball contacts before the ball is played to the other side.

The following rule extensions create additional, mandatory learning situations:

- The ball may only be captured with both hands above the forehead and from there it may be thrown with both hands ➔ Pre-step to the setting

Photo series in three parts:

1. Open triangle before catching the ball.
2. Holding the ball in front of the forehead.
3. "Supergirl / Superman" as final position.

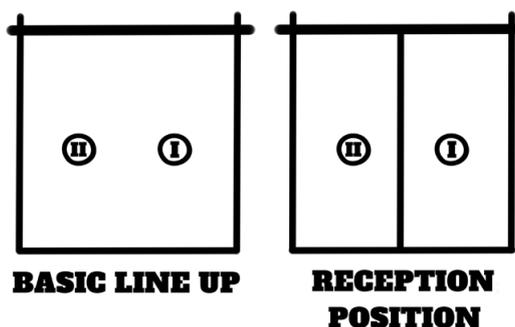


- After catching, the player may not turn any more → Alignment must take place before the ball contact (nose and toes point in the direction in which the ball is to be played).
- The ball must not be held for more than one second and must be played quickly.
- The ball must be played three times on one side before it is played over the string to the opposing side → Preparation of a favourable attack situation.

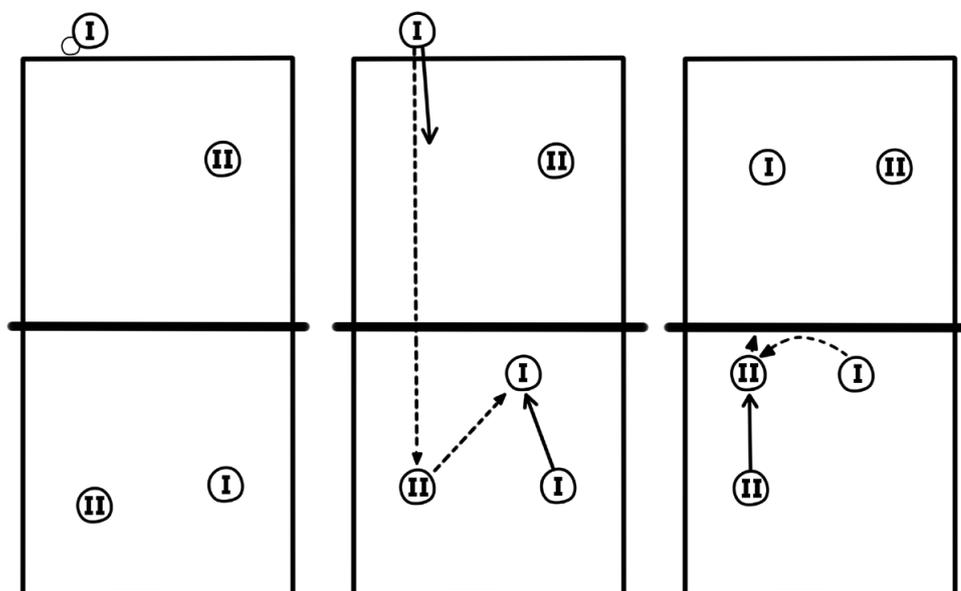
Practical tip: Volleyball as a movement game.

Whenever a team has played the ball with the third ball contact to the other side, both players have to leave the court behind the baseline and cross it, so that the player previously positioned on the left comes back into the court on the right half of the court and vice versa. This way the children move more and faster.

The following basic arrangement and receiving areas are illustrated below.



The starting position at the beginning of the game and the sequence of the later desired, triple play of the ball is illustrated below.



Goal of the game: As long as possible rallies with each other. Competition → Courts against each other, class pursues common goal, etc. (see practical tip).

Already in game 2+2 the children can experience for themselves that it makes sense to play with three contacts, because:

1. **Play with one contact:** The ball is often played from a long distance to the other side → difficult.
2. **Play with two contacts:** If the second contact is played close to the net, the ball usually comes from behind to the player at an unfavourable angle → difficult
3. **Play with three contacts:** The first contact is played from A centrally towards the net (in the circle of trust[H1]), the second from B parallel to the net, so that A can play the ball close to the net and facing the opponent on the other half of the pitch → easily.

It is important to accompany these often implicit learning phases with a reflection phase that ensures learning success.

Targeted communication between the players facilitates the task and should always be demanded by the teacher. Player A calls "I" early before the first ball contact, player B runs into the circle of trust and calls "Here".

After the ball has been played over the net with the third contact, both players call "Lurking" in anticipation of the opponent's attack and take the lucky hatch position. The consistent calling of the

players during the game, even in very clear game situations, helps to maintain a clear structure and to achieve as many net crossings as possible.

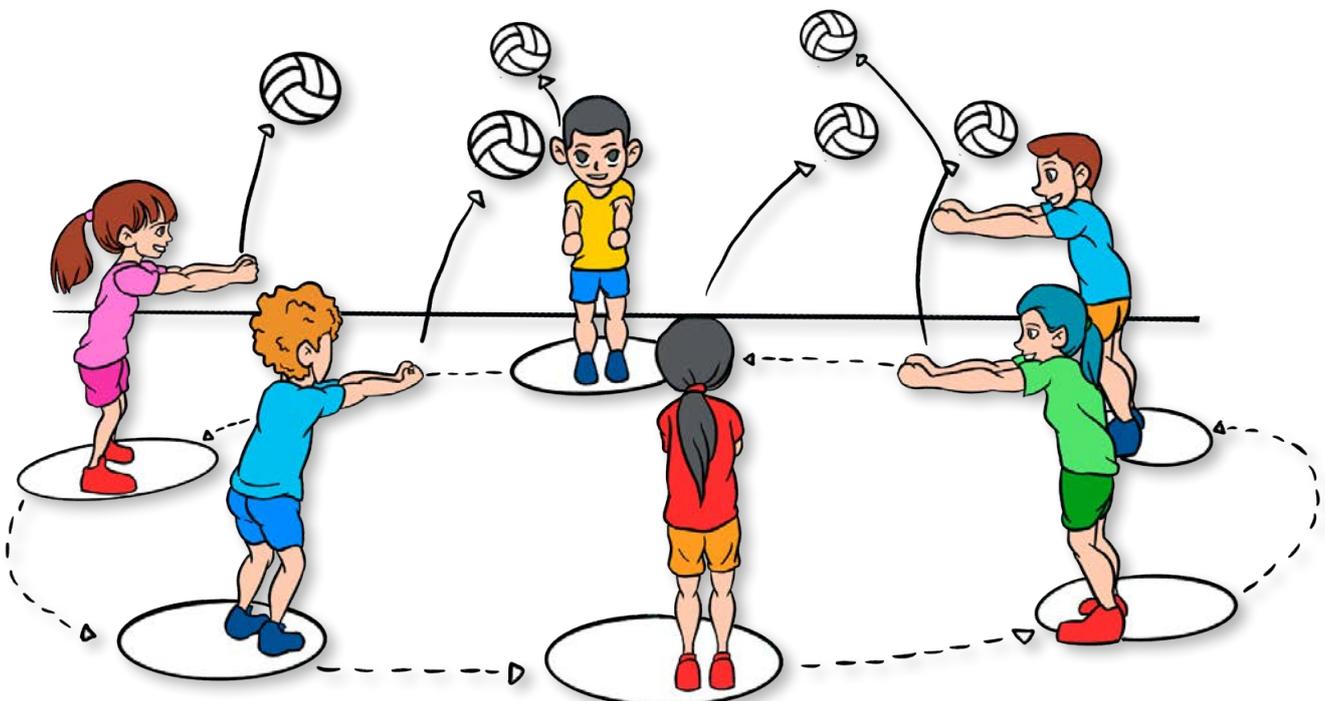
Communication sequence: "I", "Here", "Lurking".

Eighth Lesson

Warm-Up-Game: Simultaneous Throwing

Learning goals: For group members to communicate with each other in order to make up direction and to communicate these directions to each other so that everyone is able to follow them.

Procedure: Form groups of six players. Each child has a ball and a hoop and places the hoop on the ground. Form groups of three or four subgroups. At the signal, each child passes the ball next to (right side) his/her friends. The child catches the ball. Take a breath and at the signal, the child passes the ball to the next child, and then continue. Whichever group completes one round gets one point.



Volleyball games with catching and throwing over the string in game 2:2

Learning goals: Ball control, assessment of trajectories and body-ball ratio, coupling of body and ball movement, orientation in space, preparing the setting-technique, tactics in game 2:2 (defence and offensive).

Form of organization: Four players play two against two and are separated by a net or a string. Each team has a clearly defined playing court.

After the cooperative forms in game 2+2 in 2:2 basic tactics and the positioning in the court for game forms with a play against each other come to the fore in 2:2.

Next to "I", "Here", "Lurking" the principle "High", "High", "Flat" can now be introduced. The first ball should be played high in order to give the partner more time to run to the passing position. The second contact is also played high to give the partner a calm attack. The third contact is played flat over the net to put the opponent under pressure.

Note: "High, high and flat to the other side".

From a tactical point of view, the children now try to find out which balls they can use most successfully to score points. In the next step, the defending team can try to recognise the attacking behaviour of the opponent and develop a corresponding counter-strategy.

Example: Team A often scores with a diagonally short ball. Team B recognises this by the orientation of the thrower and moves accordingly.

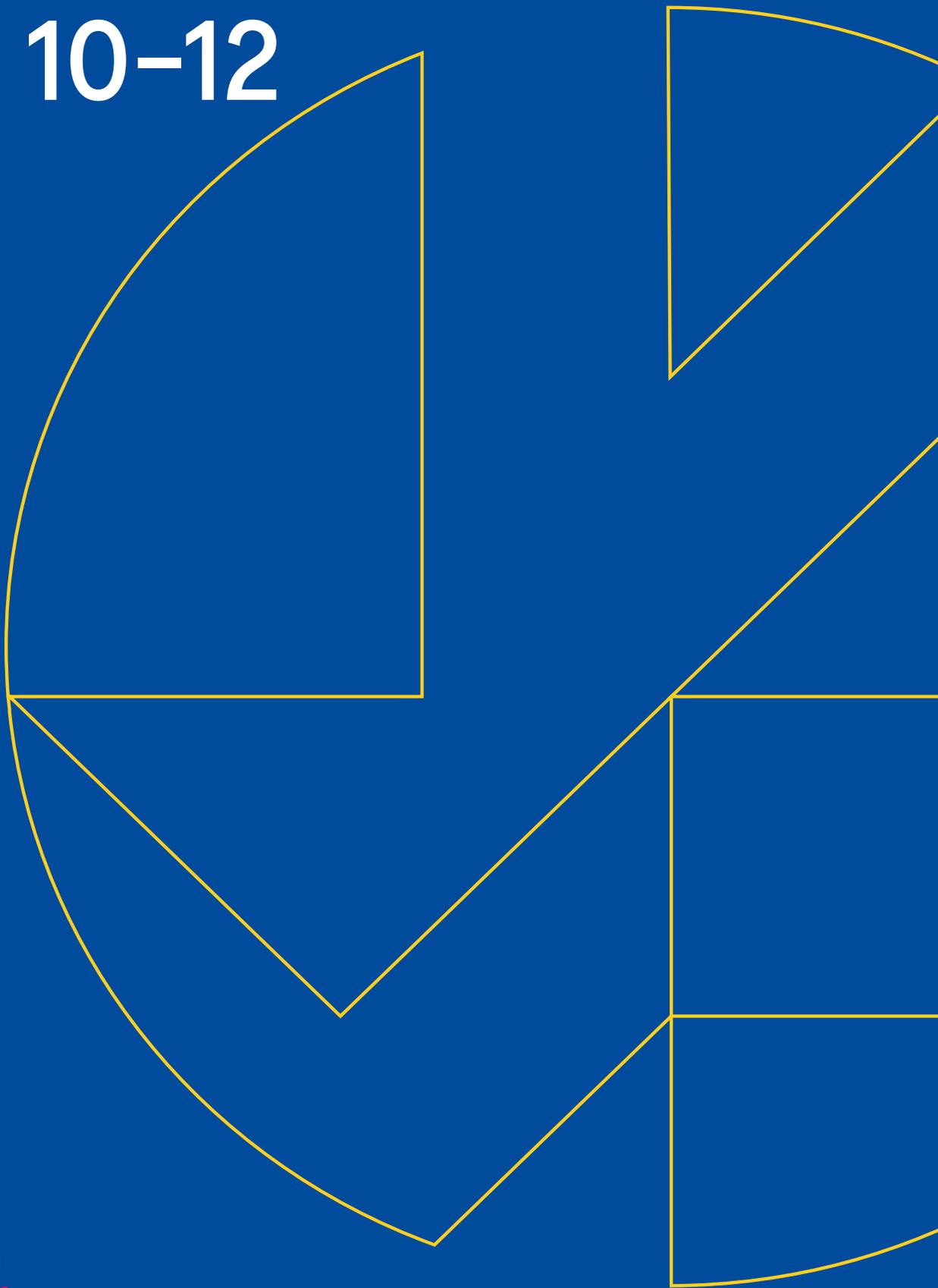
Practical tip: Arrangements.

As the first and basic tactical agreement between two players, the division of the middle can already be clarified at this age. Here the player standing diagonally to the attacker should take over the balls played in the middle, since he stands more favourably to the ball. This knowledge can be worked out together with the children. This agreement can also be used to accept the opening ball. It should take place before each acceptance.

The "water ditch" is also recommended for the 2:2 game in order to prevent very short balls.

Lessons

Age 10-12



First Lesson

Warm-Up-Game: Tunnel Game

Learning goals: Space awareness (range, direction and level), peripheral vision, collaboratively in a team situation

Game procedure: From press-up roll over on to back but keep, arms extended; return to press-up position. Play tunnel game a bench crawl under tunnel behind bench and swap position with the next player.

Repeat the "Lucky-Luke"-position/Ready-Position (see lesson 2 age 8-9).

Purpose: Footwork, alertness, partner work

Form of organization: Explain and demonstrate the ready position for receiving the ball. Note that the wide position of the feet gives stability; keeping the weight forward allows quick movement in any direction to get under the ball. Have players find a free space where they can all see the teacher

Ready position technique: children stand with their feet slightly wider than shoulder width apart; step one foot slightly ahead of the other, bend your knees comfortably and bring your weight forward onto the toes of your feet. Hold hands chest level in a relaxed position with palms facing forward.

Hands-up drill: Stand in a ready position and watch the teacher for direction. Whatever direction I point sidestep in that direction to the left to the right forward and backward. Continue for one minute. Whenever I blow the whistle small quick step on the spot.

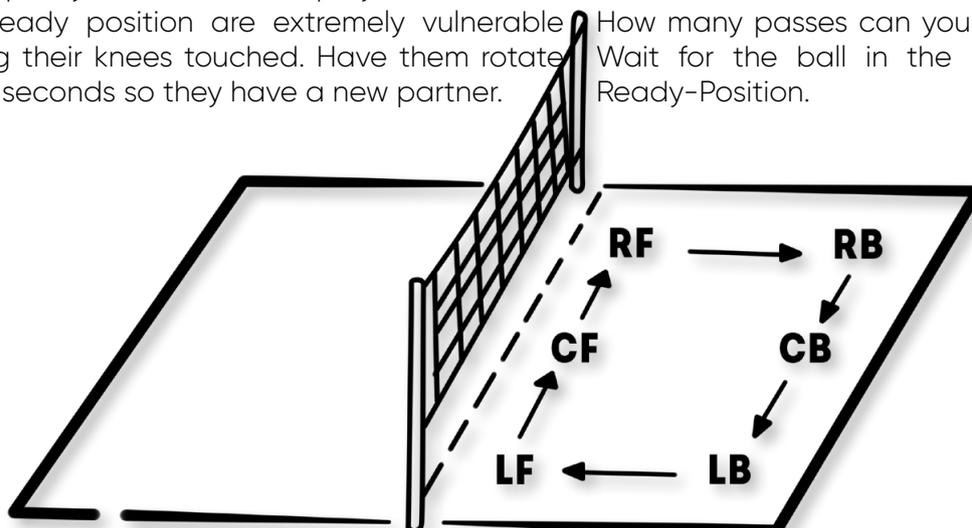
Outlining the court: Find a partner. One partner stands on the boundary of the court facing their partner who stands inside the court 1 metre away. Both ready positions leads your partner clockwise around the boundary of the Volleyball court.

- When you hear one whistle blast small quick step
- When you hear two whistle blasts, find new partner and shuffle counter clockwise

Basic game forms/exercises

Knee Tag: Have everyone partner up and assume a ready position. When the teacher says go, the goal of each player is to touch their opponent's knee as many times as they can. It is simple but you will quickly see that those players that have a high ready position are extremely vulnerable to having their knees touched. Have them rotate every 30 seconds so they have a new partner.

Practice: Form groups of six players and have each group get one ball. Have players position themselves at the corners of a 3-meter square. Throw and catch the ball to each other from one corner to the next in a counter clockwise direction. How many passes can you make without a miss? Wait for the ball in the "Lucky-Luke"-position/Ready-Position.



Second Lesson

Warm-Up-Game: Chase and Change

Learning goals: Space awareness (range, direction and level), agility, communication

Game procedure: In pairs, ask A to chase and try to touch B. Blow the whistle as a signal to change over so that B chases A. Blow the whistle at short irregular intervals to encourage quick changes of direction. If the partner is touched before the whistle, blows immediately change roles.

Safety consideration: Children need to be aware of each other so that they do not hit into each other.

Overhead Pass (the set)

Purpose: Volleying technique, body positioning

Forms of Organisation: The overhead pass, also known as the volley, set or face pass, is used to pass the ball among teammates during a game. To teach the set have players get a ball and scatter

Body and hand position: Stand in the ready position. Spread fingers of both hands in a cupped position with thumbs and index fingers forming a triangle above your face. Look through the little window made by your hands.

Movement: Position directly under the ball as it comes toward you with knees, elbows bent, and hands in front of your face. Watch the ball constantly and distribute your weight evenly on both feet.

Making contact: Contact the ball with the pads of your fingers and thumbs relaxing your fingers so that you cushion the ball's impact with the cupped fingers bent arms and legs. After contact extend your arms and legs upward and flick your wrists out in the line of direction of the ball.

Body and hand position



Movement



Making contact



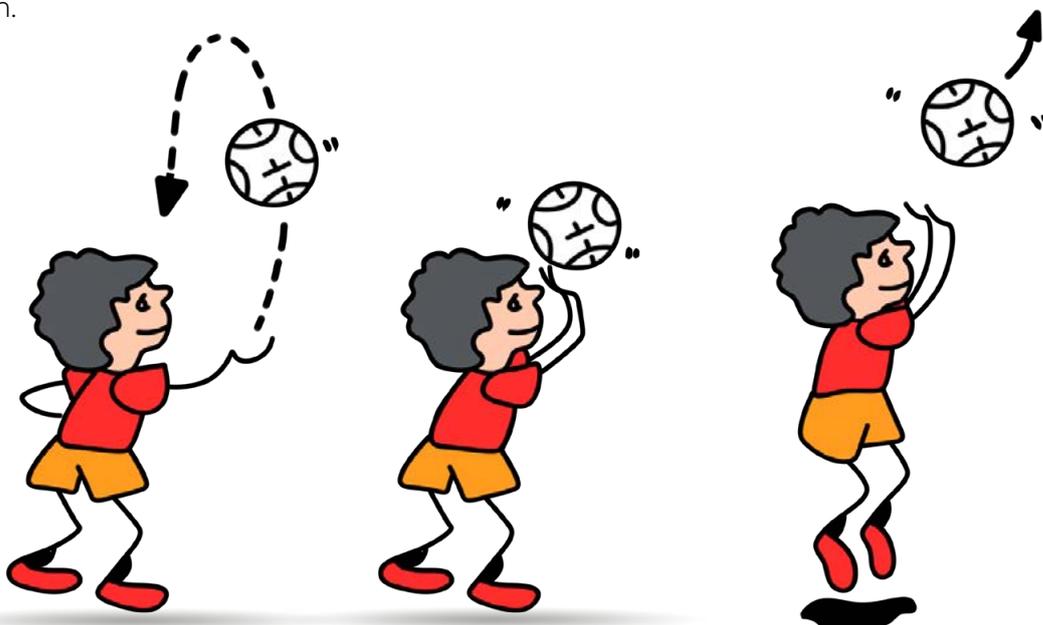
Basic game forms/exercises

- Put the ball on the floor. Spread your fingers in the cupped position, place them on the ball and pick it up. Repeat several times checking hand position each time.
- Toss the ball into the air and catch it just in front of your forehead. Pause, check your hand positioning then repeat the toss, and catch several times. Gradually reduce the amount of time you pause while holding the ball so that you are continuously volleying the ball.
- Toss the ball up squat to touch the floor before catching the ball in the ready position. Repeat using the set.
- Toss the ball so that you must move quickly to get position under the ball to set it. Repeat tossing in a different direction each time.



Setting Tasks:

- Toss the ball, set the ball once and catch again.
- Toss the ball set twice and catch again.
- Can you set three times before catching the ball?
- How many times can you do it in a row?
- Toss the ball set, let the ball bounce once set again and then catch it. Repeat this set-bounce-set pattern.



Wall set: Toss the ball against the wall, let it bounce to the high and then set it back to wall. Do continuous wall sets to yourself, setting the ball above your head level each time.



Competition-Tip:

As described in lessons for children aged 8-9, all the exercises can also be performed as forms of play, i.e. as competitions. (Who will make it first ... times without mistakes etc.).

Third Lesson

Warm-Up-Game: Ball Safe

Learning goals: Space awareness (range, direction and level), effort awareness (force, time, flow) communication

Game procedure: All players stand inside a Volleyball court. Two players hold balls. One player is assigned to chase. This game is played like any tag game except that a player holding a ball is

safe. Players attempt to prevent from being tagged by tossing the ball to other players so that they are safe.

Tip:

Players must learn to anticipate where the person chasing is going. Communicate and coordinate with each other about passing the ball.

Variation:

This variation is the same as Ball Safe except that players roll the ball on the ground to each other. Players who hold a ball two-handedly cannot be tagged.

Basic game forms/exercises

Purpose: Setting accuracy, body positioning, partner work

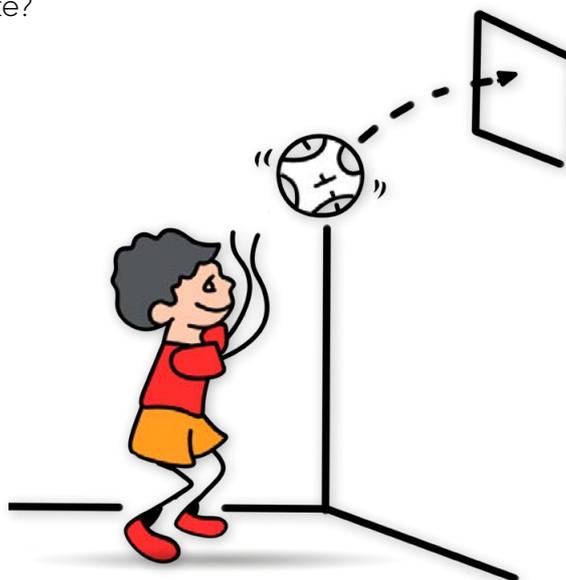
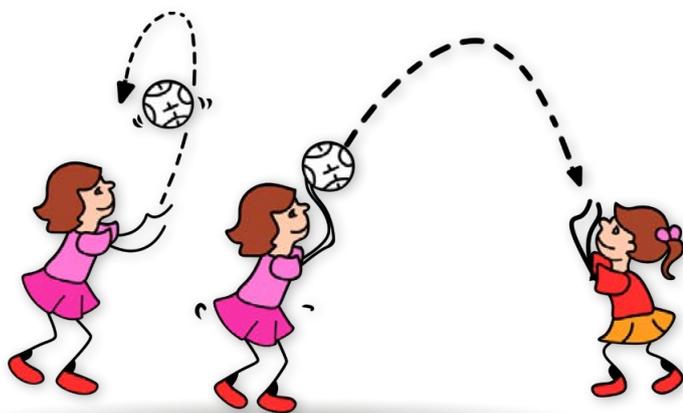
Forms of Organisation: Tape square targets to the wall about 3 meters up the wall and setting line about 4 meters from the wall. Have players find a partner get a ball and stand about four or five steps apart. Remind players to face pass (or set) and catch the ball while in the ready position.

Partner Pass: Player with the ball tosses the ball to himself, and then set to his partner's head. Partner position himself to catch the ball with the correct finger position in front of his forehead. Repeat setting back and forth.

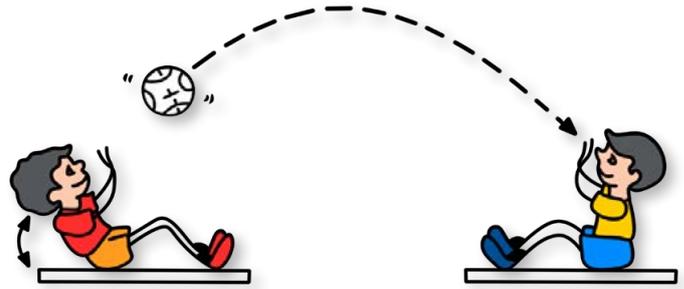
Gradually eliminate the catch and immediately set the ball back to your partner.

Target passing: Set the ball to the target ten times from the setting line. Partner retrieve the ball. Change rules and repeat.

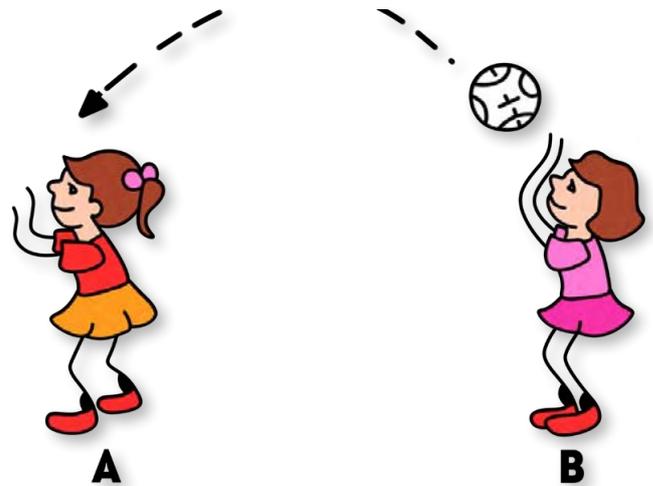
How many times can you hit the target in one minute?



Sitting Volley: Have a partners sit about 4 meters apart facing each other. From the sitting position partner A with the ball tosses the ball up and volleys the ball to partner B, then rolls back and does a sit-up. Partner B, volleys the ball to himself then volleys back to A and does one sit-up). Continue this pattern.



Reaction Volley: Partner A stands with his/her back to partner B, who has the ball. Partner B sets the ball to A and at the same time shouts 'Go', A must quickly turn around, get position under the ball and volleys it back to B. Change rules and repeat ten times each.



Game: Set the ball to each other to keep in the air as long as possible. Start over when the ball hits the floor. Call "mine" for the ball to avoid confusion.

Challenge other groups to see who can keep the ball up for the most consecutive volleys.

Fourth Lesson

Warm-Up-Game: Freeze Tag

Learning goals: Space awareness (range, direction and level), relationship awareness (people) communication

Game procedure: Choose one of the children to be a tagger. This child has to tag the others, who must stay in the defined area. If a child is tagged then they have to stand still with their arms stretched outwards until someone runs under an arm, which releases them back into the game.

Tip:

If necessary have more than one child tagging

Basic game forms/exercises

Purpose: Setting accuracy body positioning, partner work.

Forms of Organisation:

Have players find a partner get a ball and stand about four or five steps apart. Remind players to face pass (or set) and catch the ball while in the ready position.

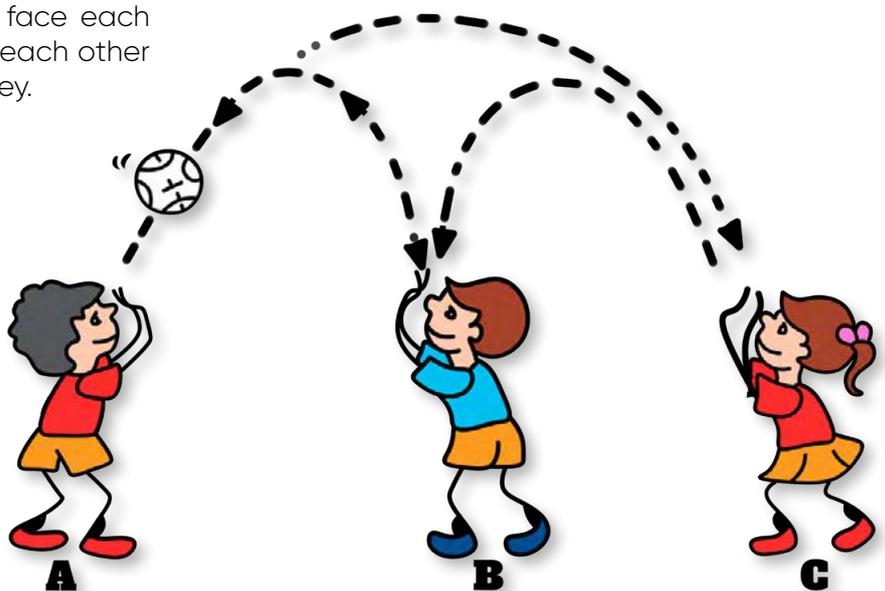
Pass and Go Two Lines: Partner A stands with his/her back to a line on the floor facing partner B, 4 meters away. Partner A volleys the ball to B, turns, runs and touches the line, before going back to volley the ball back again. Continue for 1,30 minutes then switch roles. Use short strides and avoid crossing your feet. As you improve move farther away from the line.

Game procedure: Form groups of five to eight players, each group form a circle with players about an arm's length apart. Have one player go to the middle with the ball. Each player in turn volleys it back to the centre player. Continue until all have had a turn in the centre. Challenge other groups.

Pass and Go Two Lines: Partners stand about 2 meters from respective side-lines and face each other. Volley the ball back and forth to each other touching the line behind after each volley.

Three Line Volley: Form groups of three and form a line about 1 meter apart. Player A volleys to B. Player B volleys back to A who volleys a long pass over to player C. C volleys a short pass to B who volleys back to C and so on. Exchange positions and continue

Game procedure: Draw target passing with hopscotch chart on the wall. The squares should be about 30 cm. square. Have partners take turns to hit each square in order moving from number one to eight.



Three Line Volley

Fifth Lesson

Warm-Up-Game: Roll the Ball

Learning goals: Effort awareness (force, time, flow), relationship awareness (people) cooperation and fair play

Game procedure: In pairs, ask the children to label themselves A and B. A rolls the ball to B who has to stop it and throw it underarm back to his or her partner. After five goes, ask them to change over.

Variation:

- A rolls the ball to one side of B who has to move sideways to stop the ball and return it with an overarm throw.
- The pairs to stand side by side. A rolls the ball along the ground for B to run after. B runs to the side of the ball and returns it to A with overarm/underarm throw. After three turns, tell them to change over.

Basic game forms/exercise

Purpose: Setting accuracy, positioning, cooperation.

Forms of Organisation: Form groups of four players and have each group get one ball. Remind players to volley (or set) the ball while in the ready position.

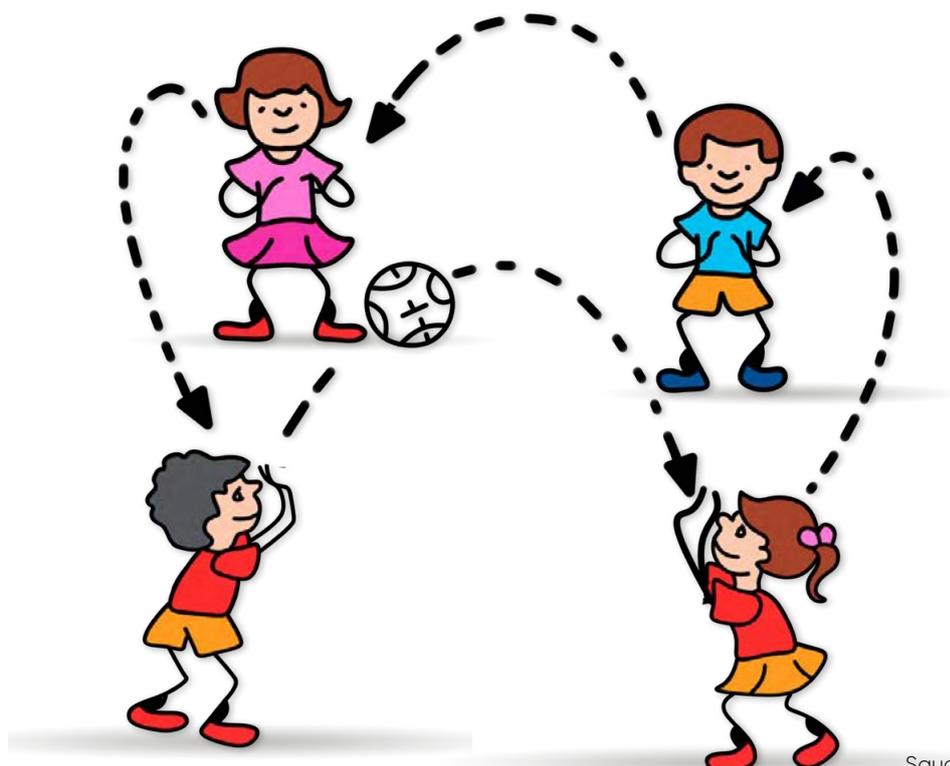
Square Volley: Have players position themselves at the corners of a 3-meter square. Set the ball to each other from one corner to the next in a counter clockwise direction. How many passes can you make without a miss?

- Set in a clockwise direction.

Variation: Do this exercise with three players in a triangle.

Game procedure:

Wheel Game: Form groups of five to eight players each group form a circle with players about an arm's length apart. Have one player go to the middle with the ball. Each player in turn volley the ball back to the centre player. Continue until all have had a turn in the centre. Challenge other groups to a competition.



Square Line Volley

Battle Ball: Divide the class into two-equal teams and position each team on one side of the net. Give each team at least three balls, with one team having an extra ball. Explain the game is divided into four quarters of two minutes each. On the signal Battle Ball players with a ball toss the ball up; then pass it over the net while facing it so that after each quarter of two minutes, the other team will have more balls on its side of the net than the other team does. The set must be made quickly

from the spot it was caught or retrieved. The player may then pass it directly over the net, or to a teammate to pass over. Both teams count the number of balls on their side after each quarter. The team with the lower score at the end of the fourth quarter wins. Exchange sides at halftime. Look for vacant spots in the opposition's court to pass the ball. Tip: Place benches under the net, so that no balls can be shot/rolled to the other side.

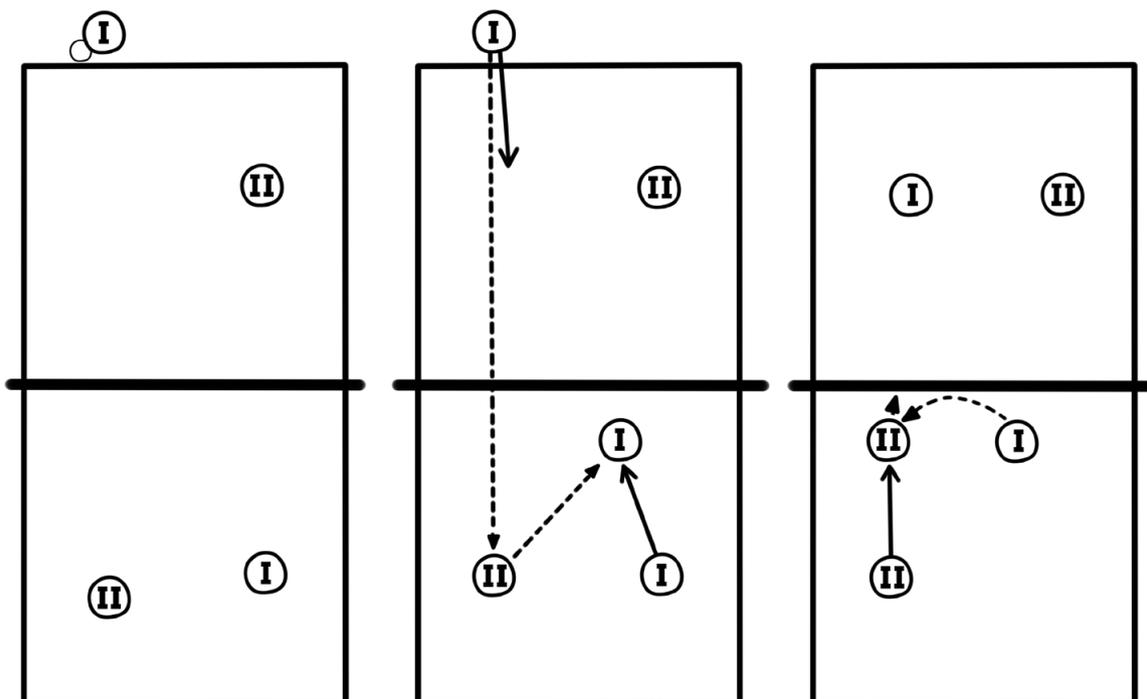
Volleyball 2+2/2:2 with setting and catching (in the style of the seventh lesson for children aged 8-9)

Procedure: The start is with setting over the net (or set to your partner). Every team can play the ball with 1-3 contacts in the team - after that, the ball has to go over the net. It is allowed to set the ball or also ball catching. If a player catches the ball, he/she will have to play the ball above himself/herself and then he/she will have to set it to his/her partner or over the net. Throwing is no longer allowed.

Variations:

a) The ball must be played at least 2x (later 3x) on each side.

b) The ball may only be caught 1x per 3 contacts on each side - all other contacts have to be played "volley".



Sixth Lesson

Warm-Up-Game: Leapfrog on the ground

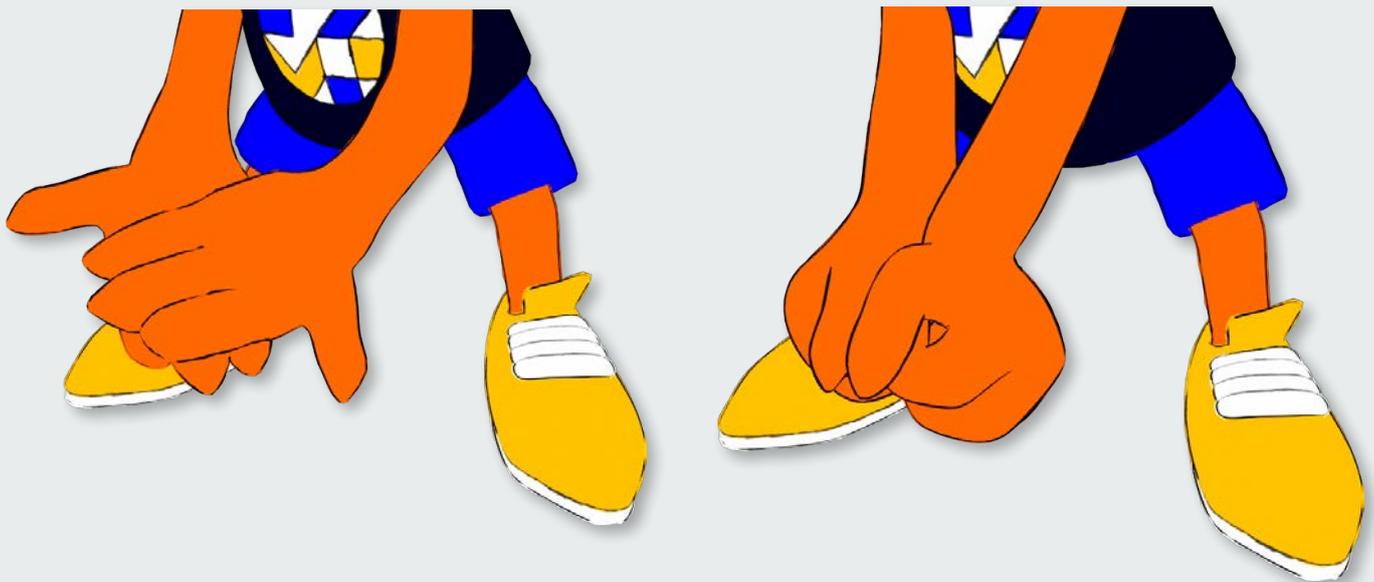
Learning goals: Space awareness (range, direction and level), effort awareness (force, time, flow), relationship awareness (people) cooperative and fair play.

Game procedure: The first child has a straddle position (keep your legs straight) on the ground. The next child leaps over the first child straddling position legs. On landing she/he stops down and third leaps over the first and second and the fourth overall other successively. When all the children are sitting the last in the line begins leaping over all the others in turn.

Purpose: Forearm passing technique, positioning.

Forms of Organisation: Emphasise that players move to the ball while in the ready position; watch the ball at all times; keep the arms extended and together when preparing to bounce the ball. Follow through with the arms and lift with legs after the bounce. Have players get a ball and scatter.

Body and arm position: Place the ball on the floor besides you and show your ready position. Now place the knuckles of one hand into the palm of your other hand. Thumbs should be side with knuckles up, resting on top of your index fingers.



Try to rotate your forearms forward so that your elbows touch. Remember that you should place your arms in such a way that the first contact with the ball comes with the inside of your forearms fully stretched. This is where we contact the ball.

Find a partner and show each other your body, hand, and arm positions. Check each other for contact the ball.

Making contact: Now pretend that a low ball is coming toward you. Move toward the ball, bending your knees to get under it. Watch the ball. Follow the flight of the ball and watch its contact.

Keep the arms together and extended with the elbows straight. Drop the wrists to absorb the force of the ball on the inside of your forearms.



Now lift with your legs and follow through with your arms in the direction of the flight of the ball. Drop the wrists to absorb the force of the ball on the inside of your forearms. Keep the motion smooth and continuous.



Basic game forms/exercises

Mime the action of the bouncing ball using the correct body, hand and arm positions. Start in the ready position. Move your body and arms in the direction the teacher calls.



On the signal, "Bounce right" and "Bounce backwards" Repeat in any order.

Moving the ball: Get a ball, scatter in free space and do these bouncing tasks:



- a) Toss the ball in the air and move into position under it with your arms in the bouncing position. Let the ball contact your forearms bounce off and then bounce onto the floor.
- b) Toss the ball again and try to bounce the ball twice in a row before tossing it again.
- c) Toss the ball into the air some distance away from you. How quickly can you move into position under it with your forearms in the bouncing position?
- d) Toss the ball overhead let it bounce on the floor, bounce it with your forearms and catch it again.
- e) Continue this pattern:
Throw-Bounce-Catch;
Throw-Bounce-Bounce-Catch;
Throw-Bounce-Bounce-Bounce-Catch.
- f) Bounce the ball overhead for as long as possible.

Game procedure: Leader tosses the ball to the first player who bounces it back to him/her. Catch the ball and toss it to the second player who bounces it back to the leader and so on until each player has bounced the ball. Change leaders and continue until each player has been leader.

Variation: The Leader sets the ball. After catching the ball set it to the second player (setting instead of tossing).

Seventh Lesson

Warm-Up-Game: Team release tag

Learning goals: Space awareness (range, direction and level), effort awareness (force, time, flow), relationship awareness (people) cooperative and respect

Game procedure: With the class split into four colour-coded groups select one group to be chasers. How long does it take that group to stop the other groups? Children from other groups

Variation:

Children from other groups can release those tagged by touching different body parts (back, arms, shoulders, etc.).

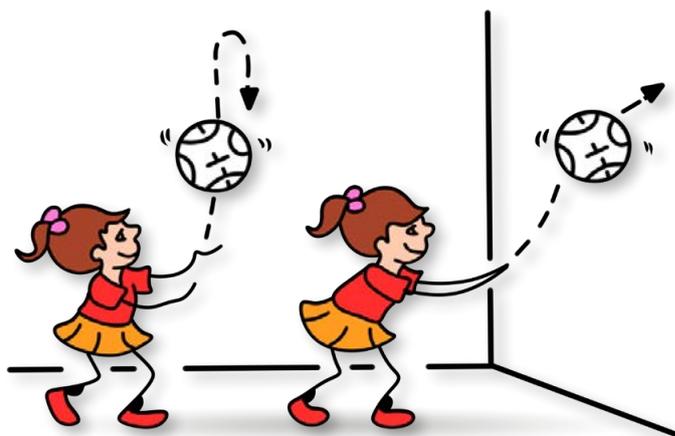
Basic game forms/exercises

Purpose: Contact awareness; positioning partner work.

Form of Organisation: Tape 1 meter square targets to the wall 2 meters above the floor. Encourage players to concentrate and to watch the ball at all times anticipate and be ready to move to the ball. Emphasise that the ball is hit high and softly in a continuous motion. Contact is made with the forearms with the arms straight. Have each player get a ball and find a free space on a wall.

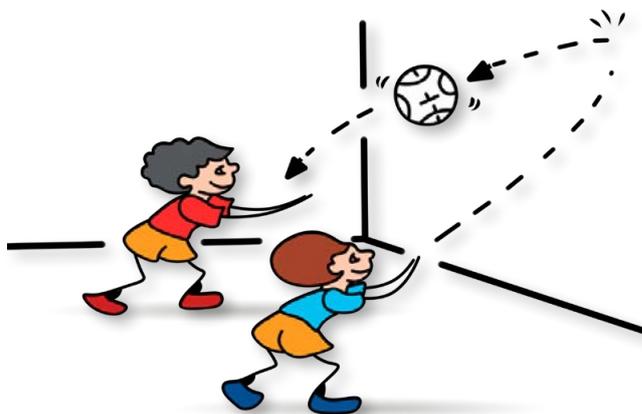
Individual Practice:

- Toss the ball up above your head, then bounce it to the wall and catch.
- Throw the ball high against the wall, bounce it back high to the wall and catch.
- Set the ball to the wall then bounce it back and catch the rebound.
- How many times can you bounce the ball to the wall in a row without the ball touching the floor? Follow through and lift with your legs and body, with your arms straight. Send the ball high.



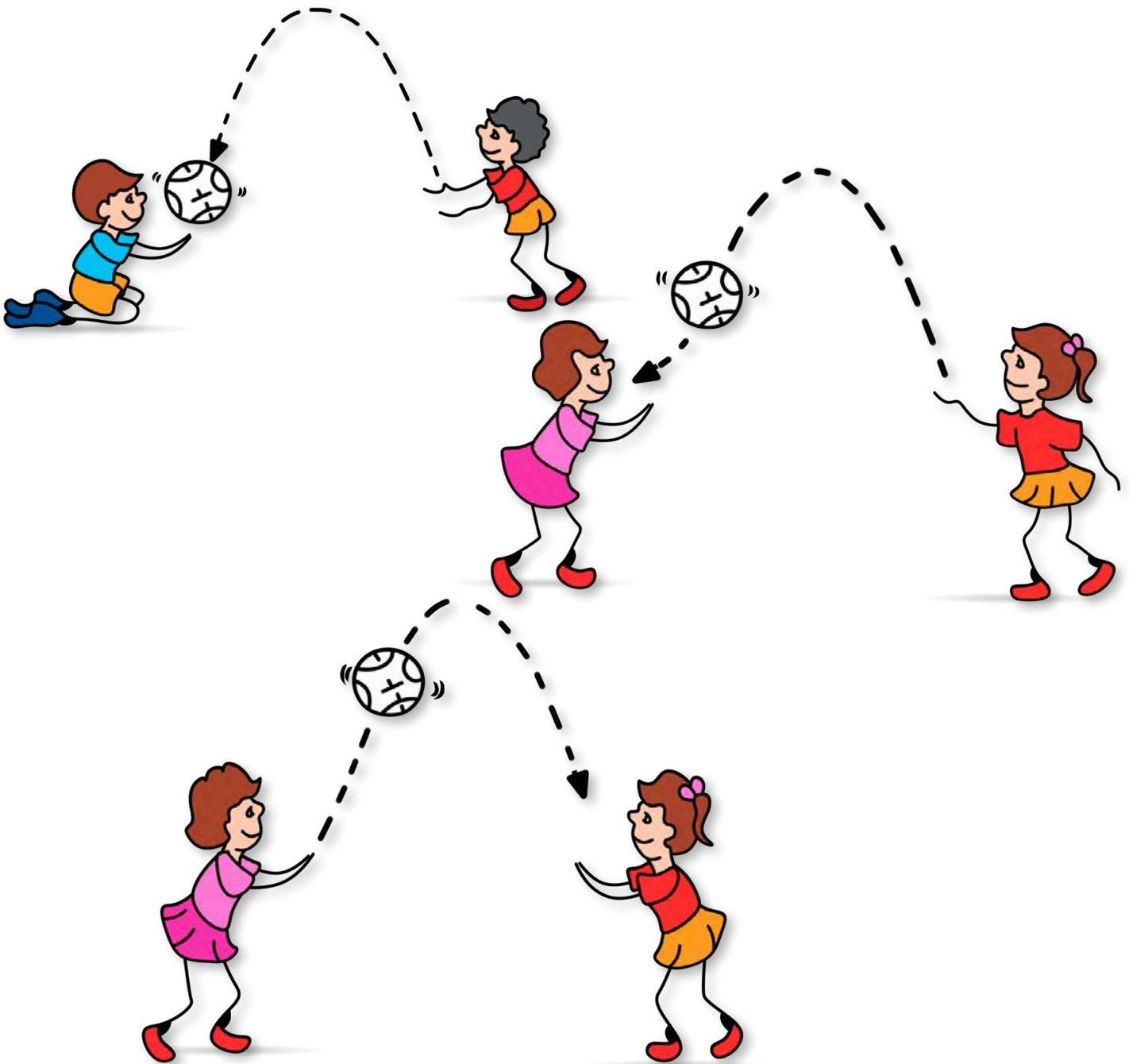
Partner Practice:

- Find a partner. One player tosses the ball to the wall then the other player bounces the ball and continue bouncing as long as you can. Take turns.
- Now partners take turns bouncing the ball to hit the target on the wall.
- Bounce the ball back and forth to each other off the wall.



Practices:

- a) Now one partner sits on his/her knees about 3 meters away from the other and holds his/her arms in the bouncing position. Standing partner tosses the ball to the kneeling partner so that he/she can bounce it back to him/her. Change roles after ten bounces.
- b) Step back so that you are standing 4 meters to 5 meters apart. Toss the ball to your partner who will bounce it back to you. Catch the ball and toss it again. Repeat ten times and then change their roles.
- c) Toss the ball to one side of partner so that he/she must quickly move into position under it in order to bounce the ball back to you. Your partner then returns to his/her original spot. Change roles after five bounces then toss the ball to your partners other side.
- d) Toss the ball to your partner who will bounce it back to you. Bounce the ball back to your partner. How many times can you bounce it back and forth before the ball touches the floor?



Eighth Lesson

Warm-Up-Game: Pass the Ball

Learning goals: Space awareness (range, direction and level), effort awareness (force, time, flow), relationship awareness (people) cooperative and communication

Game procedure: In groups of four, ask the children to line up behind each other. Each line jogs around the space (not crossing any other

line) with the front child holding a ball. On a given signal, the ball is passed backwards as the line continuous jogging until it reaches the back child. That child then sprints to the front of the line to become the leader. This continues several times until each child has had more than two turns of sprinting to the front.

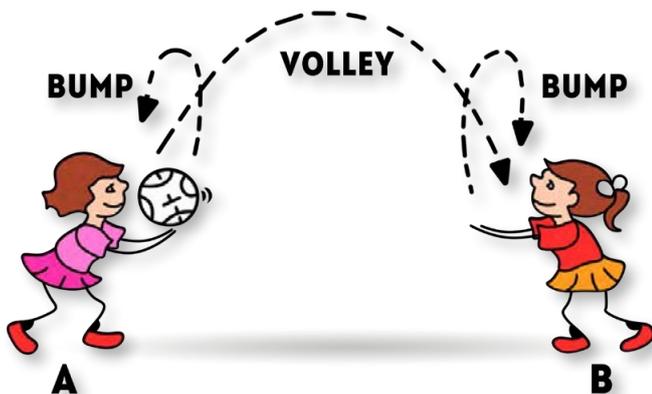
Purpose: Bounce-passing and setting to a partner.

Forms of Organisation:

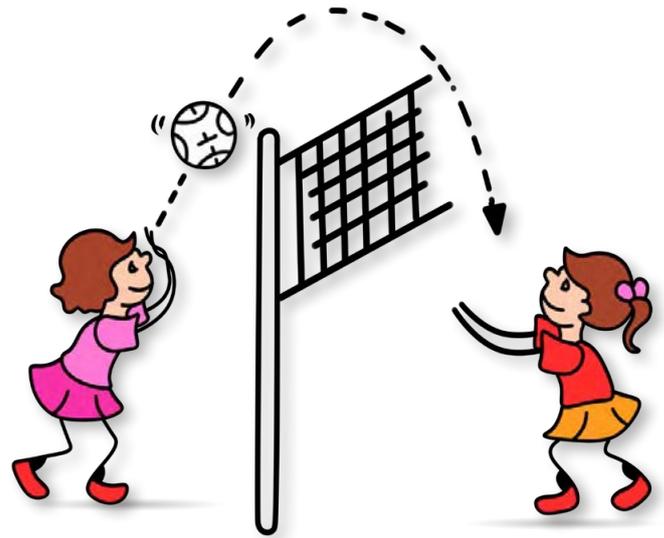
Have each player find a partner, get a ball and stand facing each other in a free space.

Basic game forms/exercises

- Player A tosses the ball to partner B at waist level. Player B bounces the ball back to A, who volleys it back. B bounces back to A again and so on. Begin again, reversing the roles.
- Player A bounces the ball for himself, then volleys to the partner. Partner B bounces to himself, then volleys to A. Continue this bounce volley pattern.
- One player tosses the ball to his partner sometimes high sometimes low. The partner must decide whether to volley or bounce it back. Change roles and repeat.
- Player A passes to B then do a 360 degree turn. Partner B volleys or bounce to A then does a 360 degree turn. Continue.



- e) Partners stand on opposite sides of the net. Pass the ball back and forth over the net. Decide whether to volley or bounce the ball. How many times can you pass the ball back and forth before it hits the floor?



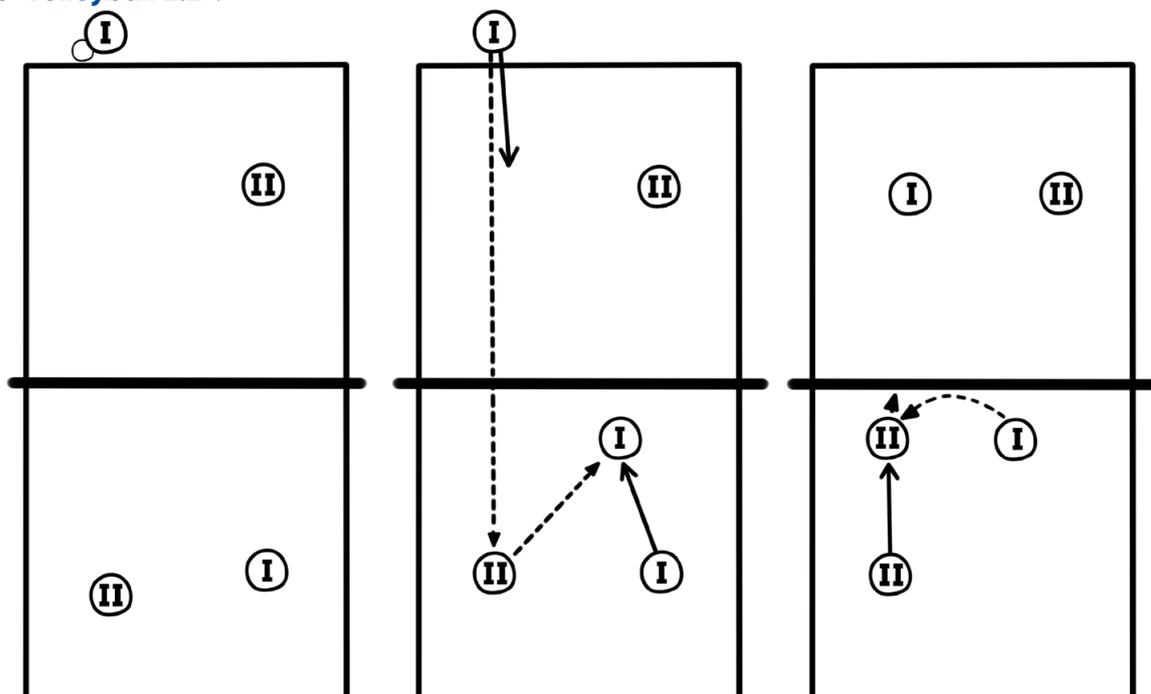
Game Producers: Form groups of five or six players. Have them position themselves at the net. Player 1 tosses highball to player 2 who sets up the ball for player 3. Player 3 tries to volley the ball over the net to a receiver. When completed, go back to the starting position and all other players move up one position. Continue this way.

Volleyball 2+2/2:2 with setting and bouncing (in the style of the fifth lesson of this chapter)

Procedure: The start is with setting over the net (or set to your partner). Every team can play the ball with 1-3 contacts in the team - after that, the ball has to go over the net. It is allowed to set or to bounce the ball. Catching the ball is also allowed at the beginning. If the player catches, he/she has to throw the ball above him/herself and then he/she has to set it (to the partner or over the net). Throwing is furthermore not allowed.

Variations:

- The ball must be played at least 2x (later 3x) on each side.
- The ball may only be caught 1x per 3 contacts on each side - all other contacts have to be played "volley".
- The caught ball may only take place at the 2nd ball contact - the game we call **"Canadian Volleyball"**. The first and the third contact must be played volley with the technique of setting or bouncing.
- Every ball contact must be played with the technique of setting or bouncing - we play the game **"Micro-Volleyball 2:2"**.



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