



# 14U Coaches Manual

“Success comes from knowing that you did your best to become the best you are capable of becoming.”

-John Wooden

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## Sample Club Philosophy

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### Philosophy & Mission Statement

*Sample Club has been established in order to provide an opportunity for school-aged athletes to develop volleyball skills and to compete in a setting that encourages excellence in individual and team achievement, leading to a life-long love for volleyball.*

The club will also provide a structure that will facilitate the operation of individual teams in terms of financial support, booking of facilities, providing equipment, quality coaching, communication and supervision. All of these things are necessary to provide a safe, competitive and enjoyable volleyball experience.

Athletes, coaches and parents will benefit from this organization because:

- Common organizational and record keeping functions are centralized
- Individual coaches have access to highly experienced coaches
- A more significant, on-going club should be able to access sponsors and other financial support
- Athletes and coaches are part of a larger team whose combined accomplishments will continue to attract higher-level athletes and coaches.
- Parents have the option of playing a specific role in the club, according to their inclination
- The club will offer a complete range teams for the various age classifications.

### Team Composition and Court Time

All teams will be coached by at least one coach whose primary responsibility is that team. Other coaches may be involved and senior coaches will oversee the operation of all teams.

Athletes will be assigned to particular teams based on consideration of a variety of factors including:

- Providing a good playing and development experience for an individual athlete
- Providing an opportunity for as many athletes as possible to play volleyball
- Ensuring viability of teams
- Providing a reasonable opportunity for all teams to succeed.

Upon completion of tryouts the coaches will meet to discuss the athletes and teams and arrive at team lists based on the criteria outlined above. If the coaches are not able to reach agreement regarding the placement of athletes on teams, then the Board of Directors will make the decision.

In general, athletes will be assigned to play for teams within their own age group. However, it is recognized that some athletes who are particularly skilled will benefit from practicing and playing at a more advanced level. Therefore, once the teams have been selected and an athlete has been assigned to their primary team it is permissible for athletes to also practice and play with other teams within the club to help in their personal development. This must be done in accordance with the Volleyball BC rules outlined in the Volleyball BC Handbook each year. If there is a conflict in scheduling between two teams that an athlete is associated with then the priority is always with their primary team, unless otherwise agreed to by both coaches.

Athletes who cannot make a full commitment to their team at the beginning of the season with respect to the practice and competition schedule should understand that their role during

competitions may be limited, at the discretion of the coaches. The coaches should clarify this type of situation at the beginning of the season or when he/she becomes aware that the athlete's role will be limited.

Volleyball is becoming more and more specialized by position through the use of the libero and substitution rules. Therefore, some athletes will necessarily enter and leave the court throughout the match, while others will remain on the court continuously.

During the playoffs of tournaments and during Provincial Championships or National Championships, athlete substitutions will become more strategic than routine. If a particular combination of athletes has been found to be more effective, in these situations, in order to achieve the best possible results, a regular rotation of athletes may not be the norm. This being said, all athletes should be given the opportunity to perform in these situations throughout the season.

### **Expectations of Parents**

Ideally two parents from each team will become involved to assist the coach with phoning, road trip supervision, and fund raising activities. Assistance is also required and requested for organizing and hosting tournaments, operating concessions at the tournaments, score keeping, and minor officiating.

Coaches are responsible for determining playing time and court positions for athletes. Parents are not permitted on the court during matches unless specifically requested by the coaches to assist in some capacity. Should a parent wish to discuss an athlete's playing time, position or any other issue they should do so before or after practices, not at matches.

### **Expectations of Athletes**

The athletes are expected to participate in their team with an open and positive mind. They should recognize that it requires continuous hard work and FOCUS in order to improve individually and as a team. The philosophy of the club is to provide a venue where athletes will improve and excel during competition.

Athletes will be advised of the practice and competition schedule as soon as it becomes available. Each member of the team (and parents) must make a financial and time commitment at the beginning of the season. This includes a commitment to the Provincial Championships and the National Championships if these competitions are part of the planned schedule. Athletes must pay all fees and deposits prior to the first practice following selection to the team. No athlete will train with the team until the fees are paid.

Athletes will advise their coach as soon as possible if they need to miss a practice. They will provide at least one week's notice of missing a tournament for which they had previously made a commitment. Athletes cannot expect a rebate in fees if they cannot attend the full competition schedule.

### **Further Suggestions for encouraging attendance and promptness**

Should a player be unable to attend a practice, tournament, or meeting, they should notify the coaches either verbally or by e-mail with 24 hours notice.

Outline consequences for lateness or absence. Examples: 18U - one set of 'towels' for each minute late, to be completed AFTER practice (this means 120 sets of towels for missing a practice without notification). 13U – create a volleyball specific activity that is reasonable for the age group.

## **Coaches Code of Conduct**

The athlete/coach relationship is a privileged one. Coaches play a critical role in the personal as well as athletic development of their athletes. They must understand and respect the inherent power imbalance that exists in this relationship and must be extremely careful not to abuse it. Coaches must also recognize that they are conduits through which the values and goals of a sport organization are channeled. Thus how an athlete regards his/her sport is often dependent on the behaviour of the coach. The following Code of Conduct has been developed to aid coaches in achieving a level of behaviour, which will allow them to assist their athletes in becoming well-rounded, self confident and productive human beings.

### **COACHES HAVE A RESPONSIBILITY TO:**

- 1) Treat everyone fairly within the context of their activity, regardless of gender, place of origin, colour, sexual orientation, religion, political belief or economic status.
- 2) Direct comments or criticism at the performance rather than the athlete.
- 3) Consistently display high personal standards and project a favourable image of their sport and of coaching.
  - Refrain from public criticism of fellow coaches; especially when speaking to the media or recruiting athletes.
  - Abstain from the use of tobacco products while in the presence of her/his athletes and discourage their use by athletes.
  - Abstain from drinking alcoholic beverages when working with athletes.
  - Discourage the use of alcohol in conjunction with athletic events or victory celebrations at the playing site.
  - Refrain from the use of profane, insulting, harassing or otherwise offensive language in the conduct of his/her duties.
- 4) Ensure that the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities in contributing to a safe environment.
- 5) Communicate and co-operate with registered medical practitioners in the diagnoses, treatment and management of their athletes' medical and psychological problems. Consider the athletes' future health and well being as foremost when making decisions regarding an injured athletes' ability to continue playing or training.
- 6) Recognize and accept when to refer athletes to other coaches or sport specialists. Allow athletes' goals to take precedence over their own.
- 7) Regularly seek ways of increasing professional development and self-awareness.
- 8) Treat opponents and officials with due respect, both in victory and defeat and encourage athletes to act accordingly. Actively encourage athletes to uphold the rules of their sport and the spirit of such rules.
- 9) In the case of minors, communicate and co-operate with the athlete's parents or legal guardians, involving them in management decisions pertaining to their child's development.
- 10) In an educational institution, be aware of the academic pressures placed on student-athletes and conduct practices and games in a manner so as to allow academic success.

### **COACHES MUST:**

- 1) Ensure the safety of the athletes with whom they work.
- 2) At no time become intimately and/ or sexually involved with their athletes. This includes requests for sexual favors or threat of reprisal for the rejection of such requests.
- 3) Respect athlete's dignity; verbal or physical behaviors that constitute harassment or abuse are unacceptable (definition of harassment is attached).
- 4) Never advocate or condone the use of drugs or other banned performance enhancing substances.
- 5) Never provide under age athletes with alcohol

## Long Term Athlete Development (LTAD)

Q: What stage are your athletes on the path to reaching their full potential?

A: The 14U Training to Train A

	14U LTAD Recommends	14U Current Structure	Enrichment / Changes Needed
Practices	3 practices/week @ 90-120 min		
Matches	1 match/week @ 60 min (2-3 sets)		
Season length	28 week season = 7 months		
Game format	Triple Ball or Standard Volleyball		
Specialization	Play more than one position, No Libero, No 5-1 system		
# plyrs/team	Teams of 8-10 for matches		
Ball	Standard Volleyball		
Other sports	Volleyball and/or Beach Volleyball are primary sports		

*According to Volleyball Canada's recommended number of training hours, Canadian Volleyball players on the whole, train far below the required number of hours for reaching elite levels. We as coaches should consider balance, recovery and the pursuit of excellence when planning the amount of practice and competition time for our athletes.*

Below is the next Stage of Training to Train B. Notice the significant jump in practice time. This plan is designed for 6000 Canadian athletes dedicated to reaching their full potential in the sport of volleyball.

	16U LTAD Recommends	16U Current Structure	Enrichment / Changes Needed
Practices	4-5 practices/week @ 90-120 min		
Matches	1 match/week @ 60 min (2-3 sets)		
Season length	32 week season = 8 months		
Game format	Standard Volleyball		
Specialization	Play more than one position, No Libero, Any system		
# plyrs/team	Teams of 8-10 for matches		
Ball	Standard Volleyball		
Other sports	Volleyball and/or Beach Volleyball are the chosen sports (some exceptions)		

## General Coaching Principles

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*Effective coaching requires excellent planning and preparation. The legendary basketball coach John Wooden spent an equal ratio of 1 hour of planning for every 1 hour of practice. Volunteer coaches typically do not have this kind of time. Therefore, VC has created practice plans for an entire season to lessen the time commitment and provide proven methods to develop athletes to the next level. VC recommends that 14U coaches spend at least 30 minutes on the weekend prior to the coming week of practices, reviewing the plans and asking clarifying questions to your mentor coach.*

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### **1) Number of Correct Game-like Repetitions – is the #1 factor in improving athletes.**

*Coaches need to always examine if players are active enough during drills. How much are the players standing around? How many contacts do athletes get with the volleyball?*

A) How to incorporate more touches into your practice:

- warm up routines that use a ball
- small games (1v1, 2v2, 3v3, 4v4)
- tutoring sessions (coach + 2-3 players)
- multi-ball wash

B) How to run drills that will improve the athletes' performance in the game:

#### Type of Drills

- "Block" Drills – athlete executes same skill over and over
- "Random" Drills – athletes execute a variety of skills in an unpredictable situation
- "Distributed" Drills – drills last a max of 10 minutes or change focus every 10 min.

FVC Recommends:

- Random Drills most of the time
- Distributed Drills at all times. *Drills should not be longer than 10 min. in length. Coaches can run the same drill for longer than 10 minutes (for example team play drills may last a full hour) however; the focus of the drill should change every 10 minutes.*

### **2) Feedback – is the 2<sup>nd</sup> most important factor in improving athletes.**

Providing the right type and amount of feedback can mean the difference between a player vastly improving and a player leaving the sport. Coaches must provide primarily **Positive Specific Feedback**. Feedback must be provided immediately after execution.

#### Definitions of Feedback:

- Positive Specific Feedback (PSF) – "Your platform was perfectly straight that time!"
- Negative Specific Feedback (NSF) – "Your elbow was not high enough on your last hit"
- Positive General Feedback (PGF) – "Good job!"
- Negative General Feedback (NGF) – "That was brutal!"

**VC recommends using a ratio of 3:1 PSF to NSF.**

*\*Although Positive General Feedback results in good feelings for the athlete, the athlete often doesn't know what they did well. Therefore, coaches should use Positive General Feedback as a supplement to the above ratio. Negative General Feedback will not be used.*

Try this: Place 3 quarters and one penny into your left pocket while coaching.

Quarters = PSF

Penny = NSF

As you give feedback throughout practice put all three quarters in your right pocket before using the penny, then repeat the process placing the coins in the other pocket. This will help you keep track of how often you provide PSF vs. NSF.

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## Teaching Principles

### 1) TEACH THE **GOAL** or **OUTCOME** OF THE SKILL OR TACTIC

The players (and the coach) must be CRYSTAL CLEAR of the **GOAL** of the skill. Focus your players' attention on the end GOAL of the skill. What does it look like to succeed in that skill or tactic?

For example, ask your players "what is the goal of passing?"

The response should be to:

- direct the ball to the setter (position 2)
- ball lands .5 Meters from the net
- peak ball height is higher than the antennae (only 1 meter above antennae)
- ball has backspin or no spin

*\*During a drill have the players be the judge of a "good pass", or a "good set"... This will allow you to see if they truly know what a good pass is, and allow you to focus on giving Positive Specific Feedback.*

### 2) GIVE THEM THE **TOOLS** or the **PROCESS** TO REACH THE GOAL

A) Provide **Cues**. Cues are concise, short words that describe actions. Coaches talk too much. Players can only take in small amounts of information at one time. Keep it short when teaching.

**\*See VC Sample Teaching Cue Words**

B) Demonstration - *if you cannot correctly demonstrate the skill yourself, employ an athlete who is proficient to do the demo or bring in video. We learn best by seeing moving pictures.*

C) Physically put them in the correct technical position. Ask permission first.

*\*Please remember that players will do things differently, based on their body make-up, but if they are able to achieve the goal (with a technique that won't impede them later in their development) that's great!*

Make sure you as a coach know what a good pass is: and only praise a good pass, as apposed to a pass that does not meet the criteria.

D) Teach them how to play the game. Players need to be in situations/drills that mimic the game. Briefly stop the action to ask questions that probe understanding. "Why did you tip in that situation? What other options do you have?"



## Sample Seasonal Plan

The following graph represent a sample club seasonal plan. The plan shows what time of year and how much time is spent on the 7 main developmental areas: **Basic Skills, Skill Sequences, Serve and Receive, Block and Defence, Attacking, Offence, and Games.**

14U Training to Train A																
3 practices/wk @ 90-120 min																
1 match/week (2-3 sets) or 1 tournament every 4 weeks																
28 week season (includes high school and club)																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Date (Begins Monday)	04-Jan	11-Jan	18-Jan	25-Jan	01-Feb	08-Feb	15-Feb	22-Feb	29-Feb	08-Mar	15-Mar	22-Mar	29-Mar	05-Apr	12-Apr	19-Apr
Competition or events				Tournament				Tournament				Tournament				14U Provincials
Mesocycle	1			2				3			4					
SPORTS SKILLS																
	minutes per section	72	60	48	36	30	24	18	12		18		18		18	
Basic skills		12	24	24	24	18	12	12	12	12	12	18		12		12
Skill sequences		12	12	12	18	24	30	18	18	12	18	12	12	12	12	12
Serve - Receive				18	12	12	18	18	18	24	18	12	18	18	12	
Block & D		12	12		12	12	12	24	30	36	36	30	24		12	12
Attacking				18	18	12	12	18	24	18	12	12	18	18	12	12
Offense		12	12			12	12	12	18	18	24	36	48	60	72	72
Games																

## **VC Sample Teaching CUES**

*\*Not all CUE words help all athletes. Please create your own, if needed.*

### SAMPLE TEACHING CUES

Attacking1	<ol style="list-style-type: none"><li>1) L-R-L (45 degree approach)</li><li>2) both arms back, both arms up</li><li>3) elbow to ear – hand down</li><li>4) rotate and snap</li></ol>	Defense	<ol style="list-style-type: none"><li>1) low, relaxed</li><li>2) watch and react to ball</li><li>3) stop and face</li><li>4) dig and through</li></ol>
Serving	<ol style="list-style-type: none"><li>1) bow and arrow stance</li><li>2) step/toss together</li><li>3) weight from back to front</li><li>4) rotate shoulder elbow leads</li><li>5) contact middle of ball</li><li>6) contact straight arm</li></ol>	Ready Position	<ol style="list-style-type: none"><li>1) wide enough, low enough</li><li>2) stagger</li><li>3) knees over toes</li><li>4) toes in or straight</li><li>5) arms bent palms up</li><li>6) loose, anticipate</li></ol>
Attacking2	<ol style="list-style-type: none"><li>1) batman, superman</li><li>2) bow and arrow</li><li>3) shoulder rotation</li><li>4) elbow lead</li><li>5) snap wrist, follow through</li></ol>	Blocking	<ol style="list-style-type: none"><li>1) thumbs up, elbows in</li><li>2) back straight, head back</li><li>3) jump and land on balance</li><li>4) press over, seal</li><li>5) Ball, setter, ball, hitter</li></ol>
Setting	<ol style="list-style-type: none"><li>1) beat the ball</li><li>2) square to target</li><li>3) hands shape of the ball, diamond</li><li>4) elbows, no wrists</li><li>5) extend, perfect 10</li></ol>	Side sprawl	<ol style="list-style-type: none"><li>1) step</li><li>2) turn</li><li>3) sit</li><li>4) reach</li><li>5) roll</li></ol>
Passing	<ol style="list-style-type: none"><li>1) face the server, angle the arms</li><li>2) straight and simple</li><li>3) arms low to high</li><li>4) keep hips down (be still)</li><li>5) float – watch the ball</li><li>6) spin – watch the server/not the toss</li></ol>		

*\*Do your teaching and any difficult tasks at the beginning of practice.*

<b>Sample Season Plan Content</b>	<b>Day 1 - Day 2</b>	
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>
Establish routines, rules	Establish routines, rules	Review Movement, passing
Teach Ready Position/Movement	Review positions on the court	Teach 4-2 system, W Serve Receive
Evaluate Athletes (all skills)	Review Movement – offensive and defensive	Teach Setting
Teach games and drills	Evaluate Athletes (all skills)	Teach Free-ball passing
Review Ready Position/Movement	Review Movement – all kinds	Teach Serving, review setting
Teach Court Positions (1-6)	Teach Passing	Review SR 4-2 system
Evaluate Athletes (all skills)		
<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Review Passing	Review Setting	Review Attacking
Review Setting - Teach back setting	Review Serve Receive Formation, attack coverage	Review Blocking and 6-up
Review Serve Receive Formations	Teach Attacking (and tipping)	Teach 6-back defense
Review Free ball passing	Teach Blocking	(plus block/D relationship)
Teach Attacking Coverage	(plus block/D relationship)	Review Attack Coverage
	Teach 6-up defense	Teach Individual Defense
<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>
Review Blocking	Review Fundamentals	Review Fundamentals
Review Serving/Attacking	Review Blocking	Review Block and Defense
Review Transition Movements	Review Defensive Systems	Review Serving
Review Defensive Systems	Review Team Play	Review Fundamentals
Review Offensive Systems	Review Fundamentals	Areas needing improvement
<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
Review Fundamentals	Review Fundamentals	Review Fundamentals
Focus on: Serving/Passing and Attacking	Focus on: Serving/Passing and Attacking	Focus on: Serving/Passing and Attacking
Review Team Play	Review Team Play	Review Team Play
Areas needing improvement	Areas needing improvement	Areas needing improvement
<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>
Review Fundamentals	Review Fundamentals	Review Fundamentals
Focus on: Serving/Passing and Attacking	Focus on: Serving/Passing and Attacking	Focus on: Serving/Passing and Attacking
Review Team Play	Review Team Play	Review Team Play
Areas needing improvement	Areas needing improvement	Areas needing improvement

## Match Coaching

### The Role of the Coach

- Encourage, praise, teach. Only teach as much as the athletes can absorb.
- Prepare ahead of time, which athletes will play in specific matches. Plan your substitution strategy.
- Outline simple process goals for the team and players prior to the match.

### Timeouts

- Players cannot process more than two pieces of information in a time out. Keep it brief.
- Outline process goals prior to or during the match as you see patterns the other team is doing.
- Ask questions to probe players knowledge of the other team's patterns
- Ask questions to probe if players can figure out what adjustments they might need to make if on the bad end of a run.
- End the timeout on a positive note.
- "We need a pass" rarely helps. It singles out the passers on front of teammates, without providing useful feedback to a passer that will help execution. Rather speak to passers individually on what they can do to execute.

### Substitutions

- At the 14U level, subs should be wholesale (groups of 3-6) in nature and not used to pull a player for poor performance. The exception to this rule would be in the case of a player wanting/needing to be pulled if he or she feels they are letting the team down. Remember that the goal of this age group is to have fun and develop skills. Your actions as a coach need to match the team goals.
- A practice used by some successful older age category coaches is the following: Inform the team that they will be working to earn their spot on a 'starting line-up' by a specific date during the season (for example, 4-5 weeks prior to provincials). During the time prior to this date, players will get equal playing time and equal opportunity to show the coach they deserve the spot. When the date arrives, the coach will announce the starting line-up as well as the roles of the non-starters for the remainder of the season.  
It is critical that each player accept their given role on the team and work to achieve the team's best possible result. Players need also to understand that one of the roles of a non-starter is to come in: a) when a starter is playing poorly b) the team needs energy c) the competition needs to see something different d) as a serving sub e) a defensive sub f) a blocking sub.  
Coaches also need to practice these situations in training so that all players are prepared for the above circumstances. This philosophy emphasizes putting the team ahead of oneself, is critical to success, and is an important life lesson for youth. Players should also understand that the coach would begin the same process the following season so that each player has a fresh start and another opportunity to be a starter.

# VOLLEYBALL BC

## SEASONAL COMPETITION PLAN - EXAMPLE

### How to Use this Guideline

- 1) Find the appropriate guideline sheet for the age and sex of your athletes
- 2) determine the number of practices a week you are running
- 3) determine the length of the practice
- 4) determine if you require you athletes to commit to an off court physical training program (in sessions per week)
- 5) Run the chart to know your total training hours per season to help determine Volleyball Canada's recommended competition hours allowed, and number of tournaments to compete in during the season
- 6) Schedule the season competition dates

### Example

Age: 16U Girls LTAD Stage: Learning to Compete  
 Number of Practices per Week: 2 Off Court Training per Week: 0  
 Length of Practice: 2 Recommended Tournaments per season: 6

On Court Training / Week	<b>2 Practice day</b>									3 Practice day								
Practice Length (hours)	1.5 Hours			<b>2.0 Hours</b>			1.5 Hours			2.0 Hours								
Off Court Physical Preparation / Week	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
Total Training Hours / Season	45	60	75	90	<b>60</b>	75	90	105	68	83	98	113	90	105	120	135		
Recommended Competition Hours / Season	30	40	50	60	<b>40</b>	50	60	70	45	55	67	77	60	70	80	90		
Recommended Tournaments / Season	5	6	8	9	<b>6</b>	8	9	11	7	8	10	11	9	11	12	13		

Example Season Competition Plan			
	Event	Date	Location
1	Super Series I	Feb 9-10, 2008	Fraser Valley
2	Super Series II	Feb 23-24, 2008	Burnaby
3	Super Series III	Mar 1-2, 2008	Kelowna
4	Volleyfest	March 16, 2008	Burnaby
5	Provincials	May 3-4, 2008	Kelowna
6	Canadian Open	May 17-19, 2008	Calgary
7			
8			
8			
9			
10			
11			
12			
13			

# VOLLEYBALL BC

## SEASONAL COMPETITION PLAN

**How to Use this Guideline**

- 1) Find the appropriate guideline sheet for the age and sex of your athletes
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- 6) Schedule the season competition dates

**Example**

Age/Sex: \_\_\_\_\_ LTAD Stage: \_\_\_\_\_  
 Number of Practices per Week: \_\_\_\_\_ Off Court Training per Week: \_\_\_\_\_  
 Length of Practice: \_\_\_\_\_ Recommended Tournaments per season: \_\_\_\_\_

Season Competition Plan			
	Event	Date	Location
1			
2			
3			
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13			

NOTES:

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## Defensive Concepts

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### Serving

Defense starts with an offensive concept; serving. Serving should be looked at as an opportunity to score points. Canada has traditionally been a very poor serving country. If this is to change, we need to a) increase the time and focus we spend on this skill and b) encourage an aggressive mindset from the outset. Improving serving can have a pleasant side effect of improving passing if the two skills are practiced together on a regular basis.

### Note:

Have athletes practice serving in between drills, not in one long block of time.  
Have athlete sprint to their defensive position after every serve. This is game-like and will increase fitness.

Servers will take advantage of these keys:

- a weaker receiver
- any substitution
- any player upset over the last play
- large open areas caused by incorrect or different serve-receive patterns
- the perimeter of the court
- the setter penetration lanes or the seams between players
- The player who is to execute the quick attack, or serve the other side of the court from their best passer
- The front row passer to take them out of their offensive sequencing.

### Systems

Volleyball Canada recommends 13/14U teams to use a 6-up or 6-back Defensive system. Consult the Level 1 Manual pages 9-8 to 9-13.

Defensive systems must be based on trust. The key is to have each player execute their role while trusting their teammate to do theirs. Players need to learn that blocking is not just about them. The blockers need to take away their assigned space and anticipate a block or a dig. Defenders need to know if the block will take away line or cross ahead of time and position themselves in the path of the ball. This can be done via signals or a preset plan.

Essential eye-work sequencing for blocking:

1. Watch the **BALL** come off the passers forearms. Overpass?
2. Read the **SETTER's** body position and hands for cues on the direction of the set
3. Watch the **BALL** only for long as you know where the ball is going
4. Eyes on the **HITTER** – anticipate the point of contact, look for that area

Guidelines for offensive tendencies:

- over  $\frac{3}{4}$  of the balls attacked will go in the direction of the attackers shoulders
- deep sets are generally hit cross court

Encourage and teach that defense is a learned attitude. Teach them to want the ball. Build their confidence by teaching athletes to dig hard driven balls and the necessary recovery skills to dive/sprawl safely.

## Offensive Concepts

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Volleyball Canada recommends all 13U teams to run a 6-6 system, with a front row setter setting out of position 3. All matches and scrimmages should be played using Triple Ball format. Please consult NCCP Level 1 Manual pages 9-4 to 9-8.

Volleyball Canada recommends all 14U teams to run a 6-2 system, or a 4-2 system. All matches and scrimmages can be played using Triple Ball format, or Standard Volleyball format. Please consult NCCP Level 1 Manual pages 9-4 to 9-8.

This age group's focus is on executing the basics well. No combination patterns or back row attack needs to be used when "in system". If your setters are very proficient in accuracy and location, VC suggests you move your team to a 6-2 system.

The sets need to be high enough for the hitter to attack the ball at his or her highest reach. Focus on the setter's ability to "make the ball sit". This means the ball should travel outside and drop like a waterfall. This is achieved by finishing the set with thumbs touching the ball last.

Approximately 75% of the offense will take place "out of system". This means all of our players need to be able to make a good set from all spots on the court. Focus needs to be on beating the ball to the spot, squaring to the target before the set and allowing the ball to cross your left shoulder before making the set.

Goals for middles hitters should be to hit a 'true' 51 on a good pass. This means the hitter contacts the ball on the way up. Most sets should be higher as the pass comes off the net, such as a 53... OR the middle can approach at a 31 distance, close to the net, with the setter keeping the same tempo as a 51.

Even though the offensive plays will likely not change very much it is a good idea to get your setters in the habit of looking at each of their hitters and giving a signal. Players need to know this terminology, which will be built on in the future.

### Offensive Signal Calling

Hitter	#	Description	Audible	Signal
Left Side	10	High ball outside	"High"	Flat hand
	13	Shoot set, fast to the antenna	"Black"	Gun shape
Middles	31	Quick, 2 meters from the setter	"30"	Three fingers together
	51	Quick, to the setter	"50"	Index finger down
	61	Quick, behind the setter	"60"	Pinky finger, down
	91	Step	"STEP"	Fingers to thumb
Right Side	93	High back set to the antenna	"93"	OK sign



## Season Schedule

### Tournament Schedule

Date	Tournament	Location

### Practice Schedule

Day	Location	Time

### Contact Information

Name	Home Phone #	Cell Phone #	Email

## Nutrition

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### GENERAL NUTRITIONAL GUIDELINES

1. eat within 1 hour of awakening
2. eat small meals through out the day (i.e. every 3 hours)
3. try to get as much whole foods as possible

#### Specifics:

1. Make sure you have some fruit IMMEDIATELY after ALL competitions.
2. Get a protein source in all meals.
3. Use low fat foods, especially before competition. No cream sauces.
4. Don't over eat, have small portion sized meals through out the day.
5. Have a carbohydrate rich meal after (approximately 1 – 2 hours) the LAST match of the day.
6. Eat something approximately 30 minutes prior to going to sleep.
7. Get a good night sleep (10 hours)

Here are some suggestions of good food to eat and when:

	Breakfast	Before competitions (1 hour prior)	After Competition (ASAP)	Dinner Meal	Pre-Bed Meal
Carbs	Oatmeal Cereal Toast Yogurt Granola	Oranges Apples Grapes Breads Granola	Bananas Pineapple Mangos Strawberries Granola Bars	Pasta (no cream sauces) Rice Potatoes	Toast Any kind of fruit Yogurt Granola
Protein	Eggs Milk Cottage Cheese	Turkey breast Chicken Breast Tuna		Chicken Salmon Tuna Shrimp Trout	Cottage Cheese
Other		Protein Bars		Sushi	Protein Bars

#### Other Notes:

When cooking, use olive or peanut oils to cook your meats. If you are having salmon or shellfish, then use the oil sparingly. They have a high fat (albeit good fat) content.

#### Water Consumption:

You should drink at least 3 litres of water per day. In this amount, you should hydrate before, during, and after practice and matches the following way (this is based on 2 hours of training):

1/2 Litre before practice, 1 L during practice, 1/2 L post practice

## Mental Training

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Concentration, stress management, coping skills,

"Concentration is not trying to push out thoughts, it is not analysis, and it is not contemplation. It is not thinking about the past or the future. Concentration isn't straining or trying hard to pay attention; it isn't gritting your teeth and tensing your muscles and using your willpower." S.Kellner & D.Cross, Volleyball Cybernetics

Here is one exercise for improving your concentration. This exercise was developed by D. V. Harris and B. L. Harris and first written about in their book "The Athlete's Guide to Sport Psychology: Mental Skills for Physical People". The object of this exercise is to scan the grid and put a mark through as many numbers in sequence as possible in a one-minute period of time. Start with the number 00.

### GRID CONCENTRATION EXERCISE

84	27	51	78	59	52	13	85	61	55
33	29	57	31	90	97	04	92	60	28
32	96	65	39	80	77	49	86	18	70
00	88	46	01	81	98	95	71	87	76
48	82	89	47	35	17	10	42	62	34
56	69	94	72	43	07	93	11	44	67
53	79	05	22	54	74	58	14	91	02
40	20	66	41	15	26	75	99	68	06
50	09	64	08	38	30	36	45	83	24
03	73	21	23	16	37	25	19	12	63

Good levels of concentration are indicated by the ability to score in the upper 20s and low 30s within a one-minute period of time. After initial practice you can increase the difficulty of the exercise by including distractions such as a friend attempting to talk with you or make loud and unexpected noises, and other intrusive maneuvers excluding touching, while you do the exercise. You can use the same form several times by simply starting at the highest number achieved on the last trail. You can develop new grids by relocating the numbers.

**Practice this concentration exercise at least three times a week for four weeks and let your coach know if it helps to improve your concentration and ability to stay "In the Moment" and focused on the task at hand.**

#### CONCENTRATING ON A CLOCK FACE

1.	Concentrate on the second hand of a watch or clock as it makes one complete revolution. Blink your eyes or snap your fingers every five seconds.
2.	After one complete revolution of the second hand, concentrate on the sweep hand (minute hand) as it makes another complete revolution. This time blink your eyes or snap your fingers every ten seconds.
3.	After this second complete revolution of the sweep hand, concentrate on the second hand as it makes a third complete revolution. This time alternate blinking your eyes and snapping your fingers at five second intervals.

## Strength and Conditioning

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*"The dictionary is the only place that success comes before work. Hard work is the price we must pay for success. You can accomplish anything if you're willing to pay the price."*

*"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand."*

*Vince Lombardi*

During the club season athletes are recommended to physically train 2 times a week at 60 minutes. Focus of ABC's (agility, balance, coordination), aerobic development, flexibility, strength (females). Most activities are integrated within practice time.

## Sample Club

### Practice Plan: For players aged 13-14 yrs

#### Week 1

The first two lessons will not run in the same manner as the others. There are several administrative tasks that are necessary during the first two lessons in order to get the program of on the right track. We suggest that you follow these first two lessons closely.

<b>SKILL</b>	Movement	<b>RULE</b>	Listening
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 25 min early	<b>1</b>	Greet parents and payers as they arrive
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Allow supervised free play (pepper, short court) no max jumping
<b>3</b>	Perform a facility safety check	<b>3</b>	Blow the whistle
<b>4</b>	Organize your teaching materials	<b>4</b>	Instruct the players to put the balls away
<b>5</b>	Have a coaches meeting to review the days lesson	<b>5</b>	Call the players in and have them sit with their parents
<b>6</b>	Designate a "head coach" for the session	<b>6</b>	Wait for quiet
<b>7</b>	Have ready a list of the players names	<b>7</b>	Take attendance

After taking attendance, address the players and their parents, covering the following:

1. Welcome everyone to the program
2. Outline the programs' philosophy, mission, goals and core values
3. Outline how each session will work
4. Reiterate that the program can always use more volunteers
5. Hand out to the parents: Schedule, Contact Sheet, Parents Manual
6. Explain the procedure when players arrive (for future sessions) <ul style="list-style-type: none"> <li>- Arrive 10 minutes early</li> <li>- Put all gear on (are knee pads and ankle braces required?)</li> <li>- If nets are already set up, you can play with balls (pepper/short court etc.)</li> <li>- When whistle blows: 1rst - put balls in cart; 2<sup>nd</sup> – come in to centre court and sit down quietly</li> <li>- Explain how you will need to receive info if not attending (email, cell)</li> <li>- Explain your consequences for lateness (volleyball specific exercise for each minute late)</li> </ul>
7. Answer any questions the parents may have

Once you have finished your introduction to the group:

1. Have the parents move to the area where they can sit during the session
2. Put the players into a teaching formation
3. Explain the commands you will use when addressing the children (i.e. whistle, raised hand etc.)
4. Answer any questions the players may have
5. Begin the lesson

Warm up Activities: Tag inside the court, frozen tag, knee tag, chain tag, rock, paper, scissors to chase, circle tag – protect your teammate, relays, "Hit the cone" – groups of 4. Put a cone on the floor and have 1 person protect the cone. Have the other 3 form a circle around the cone. The 3 outside try to hit the cone – they can pass and throw the ball.

#### **Education**

Introduce the rule and skill of the day.

Rule: When the coach is talking, everyone stops and listens

Skills: Ready Position/Movement, passing, setting, attacking

Goal: Brief introduction of 4 basic volleyball fundamentals

\* This first session will allow the players to experiment with the different fundamentals of the game of volleyball. Don't be concerned with proper execution during this first session (except ready position/movement), be more concerned with having the players experiment with each skill. You will teach the proper breakdown of the skills in each of the future lessons.

**Practice Plan  
Week 1 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		1 v 1	Divide court in half or thirds. Pass high, set high
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
5		Teach Ready Position	-demo ready position. Explain CUES: -wide enough, low enough -stagger -knees over toes -toes in or straight -arms bent palms up -loose, anticipate  have players assume the ready position have them relax and re-assume the ready position have them move/run and stop in the ready position
5+		Teach Movement Foot Fire Drill	Shuffle Step – lead foot first Cross-Over Step Cross-Over – lead foot first Turn and Run Staying in correct ready position during all movements
10		Bounce between the legs Drill	Remember to toss the ball flat not high
10		Circulation Passing Drill	Have as many groups as possible (half court?), using players to toss if needed. Focus on movement only, not the pass
10		3 v 3 games to 5 (ladder)	Focus on Movement – using CUE words
4		Teach Rotation 4 on 4	Demo, or white board
10		Rotation 4 on 4	Half or full court. Evaluate skills, reinforce ready position, movement technique
4		Teach Doghouse	White board, demo
15		Doghouse	Ready position is the criteria (feet position, then hand position) be tough at first.
1		Teach Scramble	White board
10+		Scramble	6-6 system, no specialization or switching
5		Hitting Lines	Evaluate, Toss (have players toss to reduce standing around)

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 1 – Day 2**

<b>SKILL</b>	Movement	<b>RULE</b>	Sportsmanship
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Put players into teaching formation
<b>4</b>	Organize your teaching materials	<b>4</b>	Instruct the players to put the balls away
<b>5</b>	Have a coaches meeting	<b>5</b>	Take attendance

**Warm up Activity:**

“Toes”

Players spread out on one side of net inside volleyball lines. Instruct players to jog randomly inside the court lines without touching one another. “Two toes” – means players need to quickly find one person to stop and touch toe to toe with. Last one to join does two jumping jacks. Coach calls out “three toes” – players need to find two other players to have three toes touching. Coach calls out random numbers, players respond by finding the correct number of players to join with. Drill lasts 2-3 minutes.

After they understand the routine, instruct players that they now have to touch toes with all their teammates in the position of the court you call out (first teaching the location of positions 1-6). Last two people to touch toes in the correct position has two jumping jacks.

Can do the same game instructing players to stand in the correct defensive starting positions in each of the zones, including the front row. Can introduce the terminology 6-up and 6-back at this point as well.

\* Coaches can use this technique of creating the number of groups they want to group players in if certain players are always together.

**Education**

Introduce the rule and skill of the day.

**Rule:** Discuss what sportsmanship means in practical terms

**Skills:** Movement, passing, setting, attacking

**Goal:** Review Ready position/movement, teach court positions

**Practice Plan**  
**Week 1 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		“Toes”	Teach court positions
5		1 v 1	Divide court in half or thirds. Pass high, set high
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
5		Review Ready Position	Question players; have them show you the CUES: -wide enough, low enough -stagger -knees over toes -toes in or straight -arms bent palms up -loose, anticipate

			<p>have players assume the ready position</p> <p>have them relax and re-assume the ready position</p> <p>have them move/run and stop in the ready position</p>
5+		Movement Foot Fire Drill	<p>Shuffle Step – lead foot first</p> <p>Cross-Over</p> <p>Step Cross-Over – lead foot first</p> <p>Turn and Run</p> <p>Staying in correct ready position during all movements</p>
10		Move to catch, Move to pass	<p>Focus on ready position, movements of shuffle and cross over.</p> <p>Angle to pass and catch the ball must be 30-45 degrees</p>
10		Circulation Passing Drill	<p>Have as many groups as possible (half court?), using players to toss if needed. Focus on movement only, not the pass</p>
10		3 v 3 games to 5 (ladder)	<p>Focus on Movement skills and moving 30-45 degrees TO the ball. using CUE words</p>
.5		Water	
10		Rotation 4 on 4	<p>Half or full court. Evaluate skills, reinforce ready position, movement technique</p>
15		Doghouse	<p>correct shuffle, cross-over or angle is the criteria - be tough at first.</p>
5		Teach Triple Ball	<p>White board</p>
15+		Triple Ball	<p>6-6 system, no specialization or switching. 1-2 game(s) to 25</p>
5		Hitting Lines	<p>Evaluate, Toss (have players toss to reduce standing around)</p>
5		Cool down/stretch	<p>Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.</p>



**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 2 – Day 1**

<b>SKILL</b>	Movement	<b>RULE</b>	Sportsmanship
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize your teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

**Education**

Introduce the rule and skill of the day.

**Rule:** Review what sportsmanship means in practical terms

**Skills:** Movement, Blocking Ready Position/Defensive Drop, Defensive Roll

**Goal:** Review Ready position/movement, review court positions, teach blocking ready position and defensive roll

**Practice Plan**  
**Week 1 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		"Toes"	Using "Toes" Review court positions, defensive starting positions, and to get them in their 1 v 1 groups
5		1 v 1	Divide court in half or thirds. Pass high, set high
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
2		Review Ready Position	Question players; have them show you the CUES: -wide enough, low enough -stagger -knees over toes -toes in or straight -arms bent palms up -loose, anticipate  have players assume the ready position have them relax and re-assume the ready position have them move/run and stop in the ready position
5+		Foot Fire Drill	All Movements should take three steps or shuffles in all directions and finish with a shadow forearm pass (including diagonal movements) Shuffle Step – lead foot first Cross-Over Step Cross-Over – lead foot first Turn and Run Staying low during all movements
5		Move to pass	3 sets of 10. Focus on ready position, movements of shuffle and cross over.

			Angle to pass and catch the ball must be 30-45 degrees. Give feedback only for movement techniques.
3		Teach Blocking Ready Position and Defensive Drop	Ready position: <ul style="list-style-type: none"> <li>- Distance to the net - elbow to finger tips</li> <li>- Flex knees, back straight</li> <li>- thumbs up, elbows in</li> <li>- see your hands</li> </ul> Movement for outside blockers: <ul style="list-style-type: none"> <li>- inside foot opens to court</li> <li>- cross over</li> <li>- stop</li> <li>- ready position – dig/pass/set</li> </ul> How fast can they do it?
8		Block and Drop Drill	Appendix
5		Teach Defensive Roll	-low (as possible) -step (in the direction of the ball) -turn (the toe in) -sit (bum to heel of the one foot) -reach (to play the ball) -roll (over upper back)
5		Partner Roll and Roll	Appendix
10		Circulation Passing Drill	Have as many groups as possible (half court?), using players to toss if needed. Focus on movement only, not the pass
10		3 v 3 games to 5 (ladder)	Focus on Movement skills and moving 30-45 degrees toward the ball. using CUE words
.5		Water	
10		Rotation 4 on 4	Half or full court. Evaluate skills. Focus on/provide feedback for blocking ready position and movements
15+		Triple Ball	Focus on/provide feedback for blocking ready position and movements. If there are extras, have them serve 5 balls in the court (on court 2) before they can sub into the next play
5		Teach Attack Footwork	Players standing along the attack line with right foot on line (right handers). As a group 2 sets of 10 reps – left, right, left.
10		Hitting Lines	Evaluate, Toss (have players toss to reduce standing around)
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 2 – Day 2**

<b>SKILL</b>	Passing	<b>RULE</b>	Communication
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize your teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

**Education**

Introduce the rule and skill of the day.

**Rule:** Review what sportsmanship means in practical terms

**Skills:** Movement, Blocking Ready Position/Defensive Drop, Defensive Roll

**Goal:** Review Ready position/movement, review court positions, teach passing

**Practice Plan**  
**Week 2 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

<b>Minutes</b>	<b>Time</b>	<b>Activity/Drill</b>	<b>Teaching Points/Comments</b>
5		"Toes"	Using "Toes" Review court positions, defensive starting positions, and to get them in their 1 v 1 groups
5		1 v 1	Divide court in half or thirds. Pass high, set high
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
.5		Review Ready Position	Question players; have them show you the CUES: -wide enough, low enough -stagger -knees over toes -toes in or straight -arms bent palms up -loose, anticipate  have players assume the ready position have them relax and re-assume the ready position have them move/run and stop in the ready position
3+		Foot Fire Drill	All Movements should take three steps or shuffles in all directions and finish with a shadow forearm pass (including diagonal movements) Shuffle Step – lead foot first Cross-Over Step Cross-Over – lead foot first Turn and Run Staying low during all movements
.5		Water	
3		Teach Passing	Demo Passing – emphasize the difference between a free ball pass (pushing the ball) and passing a serve (rebounding the

			ball) <ul style="list-style-type: none"> <li>- face the server angle the arms</li> <li>- straight and simple</li> <li>- low to high</li> <li>- float - watch the ball</li> <li>- spin – watch the server not the toss</li> </ul>
5		Partner passing	3 sets of 10. 3 meters apart. Perfect tosses. One partner on knees, start with hands apart, join hands behind the ball (straight), then pass. 1-2 rhythm (not 1-2-3 rhythm) Feedback: correct grip (overlap), straight and simple
10		Circulation Passing	Feedback: Straight and Simple, Low to High
10		Doghouse	Feedback: Straight and Simple, Face the server/angle the arms
15		Serve Receive Drill 1	Appendix Communication Rules: Front row opens up to the back row and says "back". Call "mine". Player with the angle to the setter takes balls in between. All players must say: "free ball" Feedback: Low to high, float - watch the ball
.5		Water	
2		Review Defensive Roll	-low (as possible) -step (in the direction of the ball) -turn (the toe in) -sit (bum to heel of the one foot) -reach (to play the ball) -roll (over upper back)
5		Partner Roll and Roll	Appendix
.5		Water	
10		Rotation 4 on 4	Half or full court. Evaluate skills. Focus on/provide feedback for blocking ready position and movements
15+		Triple Ball	Focus on/provide feedback for blocking ready position and movements. If there are extras, have them serve 5 balls in the court (on court 2) before they can sub into the next play
8		Hitting Lines	Review attack footwork– left, right, left. Evaluate, Toss (have players toss to reduce standing around)
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 3 – Day 1**

<b>SKILL</b>	Free Ball Passing	<b>RULE</b>	Communication
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize your teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

**Education**

Introduce the rule and skill of the day.

**Rule:** Teach what communication means in practical terms

**Skills:** Movement, Passing, Free ball passing

**Goal:** Review Ready position/movement, review court positions, teach free ball passing

**Practice Plan**  
**Week 3 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		"Toes"	Using "Toes" Review court positions, defensive starting positions, and to get them in their 1 v 1 groups
5		1 v 1	Divide court in half or thirds. Pass high, set high
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
.5		Review Ready Position	Question players; have them show you the CUES: -wide enough, low enough -stagger -knees over toes -toes in or straight -arms bent palms up -loose, anticipate  have players assume the ready position have them relax and re-assume the ready position have them move/run and stop in the ready position
3+		Foot Fire Drill	All Movements should take three steps or shuffles in all directions and finish with a shadow forearm pass (including diagonal movements) Shuffle Step – lead foot first Cross-Over Step Cross-Over – lead foot first Turn and Run Staying low during all movements
.5		Water	
2		Review Passing Teach Free ball	Demo Passing – emphasize the difference between a free ball pass (pushing the ball) and passing a serve (rebounding the

		passing	ball) <ul style="list-style-type: none"> <li>- face the server angle the arms</li> <li>- straight and simple</li> <li>- low to high</li> <li>- float - watch the ball</li> <li>- spin – watch the server not the toss</li> </ul>
5		Rapid Fire Passing	Appendix
5		Free Ball Passing Drill 1	Appendix
5		Free Ball Passing Drill 2	Appendix
15		Serve Receive Drill 1	Appendix Communication Rules: Front row opens up to the back row and says “back”. Call “mine”. Player with the angle to the setter takes balls in between. All players must say: “free ball” Feedback: Low to high, float - watch the ball
.5		Water	
2		Review Blocking Ready Position and Drop	Ready position: <ul style="list-style-type: none"> <li>- Distance to the net - elbow to finger tips</li> <li>- Flex knees, back straight</li> <li>- thumbs up, elbows in</li> <li>- see your hands</li> </ul> Movement for outside blockers: <ul style="list-style-type: none"> <li>- inside foot opens to court</li> <li>- cross over</li> <li>- stop</li> <li>- ready position – dig/pass/set</li> </ul> How fast can they do it?
5		Block and Drop Drill	Appendix
.5		Water	
10		Rotation 4 on 4	Half or full court. Focus on/provide feedback for blocking ready position and movements
15+		Scramble	Focus on/provide feedback on the quality of the free ball pass
8		Hitting Lines	Review attack footwork: Left, right, left Feedback on footwork (have players toss to reduce standing around)
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 3 – Day 2

<b>SKILL</b>	Serving, Setting	<b>RULE</b>	Communication
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize your teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

**Education**

Introduce the rule and skill of the day.

**Rule:** Review what communication means in practical terms

**Skills:** Movement, Passing, Free ball passing

**Goal:** Review Ready position/movement, review free ball passing, teach serving & setting

**Practice Plan**  
**Week 3 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
3		Shuttles	Appendix
5		1 v 1	Divide court in half or thirds. Pass high, set high
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
3		Teach Serving	Demo Serving – The toss is the most important, then arm action/speed, then contact point. <ul style="list-style-type: none"> <li>- bow and arrow stance</li> <li>- small toss to right shoulder</li> <li>- weight from back to front</li> <li>- rotate shoulder, elbow leads</li> <li>- contact middle of ball</li> <li>- contact with arm straight</li> </ul>
6		Progressive Serving	Servers in pairs, mid court, across the net. Servers serve at one another, alternating. Every 2 minutes step 1 meter back Feedback: Stance, Toss
5		Cross-court control	Appendix – passing and setting only Keep track of top score
2		Review Free ball passing	Demo Free Ball Passing – emphasize the difference between a free ball pass (pushing the ball) and passing a serve (rebounding the ball) <ul style="list-style-type: none"> <li>- straight and simple</li> <li>- low to high</li> <li>- square to target</li> </ul>
5		Free Ball Passing Drill 1	Appendix
5		Free Ball Passing	Appendix

		Drill 2	
10		Serve Receive Drill 1	Appendix Communication Rules: Front row opens up to the back row and says "back". Call "mine". Player with the angle to the setter takes balls in between. All players must say: "free ball" Feedback: Low to high, float - watch the ball
5		Target serving	Appendix
.5		Water	
2		Teach Setting	Demo Setting – to middle, to power. The key to <ul style="list-style-type: none"> <li>- beat the ball</li> <li>- square to target</li> <li>- hands shape of ball, diamond</li> <li>- elbows, no wrists</li> <li>- extend, perfect 10</li> </ul>
7		Triangles	Appendix
5		Cross court control	Goal: beat record earlier in practice
10		Rotation 4 on 4 Setting and Passing Only	Half or full court. Focus on/provide feedback for setting CUES
5		Target Serving	Have players keep track on paper
.5		Water	
15+		Triple Ball	Focus on/provide feedback on the quality of the free ball pass
5		Hitting Lines	Feedback on footwork (have players toss to reduce standing around)
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.



**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 4 – Day 1

<b>SKILL</b>	Passing, Setting	<b>RULE</b>	Communication
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize your teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

**Education**

Introduce the rule and skill of the day

**Rule:** Provide examples of the types of communication players should make during a match

**Skills:** Movement, Passing, Free ball passing

**Goal:** Review Passing, Setting, Teach back setting

**Practice Plan**  
**Week 4 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

<b>Minutes</b>	<b>Time</b>	<b>Activity/Drill</b>	<b>Teaching Points/Comments</b>
3		Frozen Tag	Players must dive between the legs of the frozen player to "unfreeze". Play within the court lines.
5		1 v 1	Divide court in half or thirds. Pass high, set high. Look before you attack
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
3		Review Forearm Passing	See if players can provide you with the CUES <ul style="list-style-type: none"> <li>- Face the server, angle the arms</li> <li>- Straight and simple</li> <li>- Low to high</li> <li>- Float serve- watch the ball</li> <li>- Spin serve- watch the server (not the toss)</li> </ul>
6		Circulation Passing	Choose one or two CUES to focus on
6		Teach "The Game"	Appendix
15		"The Game"	2 or 3 five minute games
.5		Water	
2		Review Setting	Demo Setting – to middle, to power. The key to <ul style="list-style-type: none"> <li>- beat the ball</li> <li>- square to target</li> <li>- hands shape of ball, diamond</li> <li>- elbows, no wrists</li> <li>- extend, perfect 10</li> </ul>
7		Triangles	As players become more proficient, move tosser further back and at a more difficult angle.
2		Teach Back Setting	Demo <ul style="list-style-type: none"> <li>- beat the ball</li> <li>- SQUARE TO POWER</li> </ul>

			<ul style="list-style-type: none"> <li>- Shape of the ball, diamond</li> <li>- Extend to ceiling</li> <li>- FINISH WITH THUMBS UP</li> </ul> <p>If the toss/pass is off the net the setter should square to power and set the ball over his/her right shoulder</p>
7		Triangles	Same drill as above, however the target is behind the setter. The angle of the toss can make the setters job easy or difficult. Be sure that setters have success before making it more challenging.
10		Rotation 4 on 4 Setting and Passing Only	On the second contact, back setting only! This will be very difficult and may get out of hand. Encourage quick feet.
5		Target Serving	Have players keep track on paper
.5		Water	
15+		Scramble	Focus on/provide feedback on the quality of the setting. Can play a 6-6 system to get all players setting
10		Kings/Queens Court	Teams of 3. Can only score points on Side A. Side B serves. Winners move to Side A, losers move to end of line on Side B. Establish a what the game will be played to.
5		Hitting Lines – with targets	Place targets in deep 1 and deep 5. Feedback on footwork (have players toss or set to reduce standing around)
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 4 – Day 2**

<b>SKILL</b>	Passing, Setting	<b>RULE</b>	Responsibility
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	<b>Before the Players Arrive</b>		<b>After the Players Arrive</b>
<b>1</b>	Arrive at the gym 15 min early	<b>1</b>	Allow supervised free play (pepper, short court) no max jumping
<b>2</b>	Set up the equipment (have players do it if they are around)	<b>2</b>	Blow the whistle
<b>3</b>	Perform a facility safety check	<b>3</b>	Take attendance
<b>4</b>	Organize your teaching materials	<b>4</b>	Review previous week's lesson
<b>5</b>	Have a coaches meeting	<b>5</b>	Begin lesson

**Education**

Introduce the rule and skill of the day

**Rule:** Provide examples of how knowing your positional responsibilities helps the team (ie. Where to move during the play (ie. Attack coverage), what area to cover, knowing teammates areas of responsibility)

**Skills:** Movement, Passing, Free ball passing, setting, communication

**Goal:** Review Serve Receive Formation, Teach Attack coverage, Review Freeball Passing

**Practice Plan**  
**Week 4 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
3		Knee Tag	Players in pairs. Players try to touch and defend each others knees, while moving in ready position. Pause between 'touches'. First to 5 wins. Switch partners.
5		1 v 1	Divide court in half or thirds. Pass high, set high. Look before you attack
5		2 v 2	Look for the open spot
5		3 v 3	Too the net, along the net, over the net
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
5		Triangles	Feedback: thumbs flick forward on release
8		Target Serving	Target Serving Sheet
8+		Teach Attack Coverage (2-3)	Pages 9-6, 9-7, 9-8 Level 1 Manual. Starting in Serve Reception formations, have players catch and throw the ball while using correct movement patterns. Go through 3 rotations where the setter is in positions 2,3,4. Be sure to include all the players.
15+		Team Serve Receive to Attack Coverage Drill	Page 9-16 Level 1 Manual. Toss balls to ensure success if needed.
.5		Water	
8		Free Ball to Attack	Groups of 3 enter Side A by getting into blocking ready position. From Side B coach tosses ball over, players say "free ball", move into a hitting position, pass the ball, and attack over. Shag your ball. Next group of three enters the court.  Feedback: Freeball passing technique – low to high, to the net

10		Rotation 4 on 4	Short games to 7. Require players to cover on all attack attempts – can add rules for this.
15+		Wash	6 v 6. Games to 25 Sequence: Serve, Free ball to serving side, free ball to receiving side. 1/3 = 1 point and you lose the right to serve. 2/3 = 2 pt plus you keep or get the serve. 3/3 = 4 points and get or keep the serve. Rotate subs in.
10+		Magic Number	6 v 6. Regular game. Consequences for losers. Coach will think of a number between 1-25 and keep it a secret. First team to that number wins. Can play several games.
10		Kings/Queens Court	Teams of 3. Can only score points on Side A. Side B serves. Winners move to Side A, losers move to end of line on Side B. Establish a what the game will be played to.
5		Hitting Lines – with targets	Place targets in deep 1 and deep 5. Feedback on footwork (have players toss or set to reduce standing around)
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 5 – Day 1**

<b>SKILL</b>	Setting, Attacking	<b>RULE</b>	Attacking Attitude
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**Education**

Introduce the rule and skill of the day

**Rule:** Encourage athletes to be quick and aggressive when attacking the ball. Mistakes will happen and need to happen as they are learning this very difficult skill. One cannot learn to attack by tipping.

**Skills:** Setting, Attacking

**Goal:** Review Serve Receive Formation, Teach Attacking, Review Attack coverage

**Practice Plan**  
**Week 5 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
6		Arm-swing work	Have players in pairs standing across the net from one another. Players begin by throwing with two arms over the net, to their partner (reps of 8), partner catches in ready position (forearm pass). Then throw one arm like a baseball (8 reps). Then two hand toss and attack the ball to partner. Then take two steps back (8 reps). Then two steps back (8 reps) Goals: 1) arm contacts ball when straight and slightly in front of hitting shoulder, 2) ball has top spin Be sure that players know the goals, and are standing with the correct foot forward.
5		Triangles	Appendix
5		Cross-court control	Setting and passing only
5		3 v 3	Setting and passing only. Games to 5
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
10		Hitting lines	Appendix
10		Front/Back Attacking	Appendix
.5		Water	
2		Review Attack Coverage (2-3) with athletes	Pages 9-6, 9-7, 9-8 Level 1 Manual. Ask questions to probe understanding
15+		Serve Receive to Attack Coverage Drill	Page 9-16 Level 1 Manual. Toss balls to ensure success if needed.
5		Target Serving	Appendix – have athletes keep track of progress on sheet
.5		Water	
10		Rotation 4 on 4	Short games to 7. Require players to cover on all attack attempts – can add rules for this.
15+		Standard Wash	Appendix Feedback on attacking, setting and attack coverage
10+		Hitter vs. the World	Appendix
10		Kings/Queens Court	Teams of 3. Can only score points on Side A. Side B serves. Winners move to Side A, losers move to end of line on Side B. Establish a what the game will be played to.
5		Front/Back Attacking	Place targets in deep 1 and deep 5. Feedback on footwork
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 5 – Day 2**

<b>SKILL</b>	Blocking	<b>RULE</b>	Trust
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**Education**

Introduce the rule and skill of the day

**Rule:** Blocking and Defence are built on trust and responsibility. Successful team defence depends on good blocking technique, court awareness, knowing your responsibilities and trusting your teammates to do their job. Blocking is not about you! Blocking is a team effort. See if the players are able to provide examples of how trust between the block and defence will help the team (ie blocking line or cross, and where the defence moves)

**Rule:** A block contact is not counted as a team hit

**Rule:** It is not permitted to touch the ball beyond the net until the opponent has completed an attack-hit

**Skills:** Blocking, Attacking, Defence

**Goal:** Review Attacking, Teach Blocking and block defence Relationship, Teach/Review 6-up defence.

**Practice Plan**  
**Week 5 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
6		Arm-swing work	Have players in pairs standing across the net from one another. Players begin by throwing with two arms over the net, to their partner (reps of 8), partner catches in ready position (forearm pass). Then throw one arm like a baseball (8 reps). Then two hand toss and attack the ball to partner. Then take two steps back (8 reps). Then two steps back (8 reps) Goals: 3) arm contacts ball when straight and slightly in front of hitting shoulder, 4) ball has top spin Be sure that players know the goals, and are standing with the correct foot forward.
5		Cross-court control	Setting and passing only – try to beat old record (how many times the ball crosses the net)
5		Rotation 4 on 4	Games to 7
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
6		Hitting lines	Appendix
10-15		'Feet to the Ball' Hitting	Appendix
5		Target Serving	Keep track using sheet
.5		Water	
2		Teach Skill Progression for the Block (pages 7-4 to 7-10 in Level 1 Manual)	1. The starting position Demo correct ready position (including how far away to start from the net) - ready position - thumbs up, elbows in - back straight, head back - jump and land on balance - press over, seal - watch: ball, setter, ball, <b>hitter</b> (when looking at the hitter, sequence is: feet, chest,

			hand) If they can use peripheral vision of the ball and hitter this is better Demo stationary block jump Demo stationary soft block (page 7-3 Level 1 Manual)
5		Step 2	The Attack Blocking Action. Pg. 7-5
5		Step 3	The Soft Blocking Action Pg. 7-6
5		Step 4	Jump and Block Stationary Ball Pg. 7-6
5		Step 5	Jump and Block Moving Ball Pg. 7-7
5		Step 6	Move, Jump and Block, No Ball pg. 7-8
5		Step 7	Move, Jump and Block Ball Pg. 7-8
5		Step 8	Block Balls hit by Attacker Pg. 7-9
5		Step 9	Two Player Block Pg. 7-10 (can run this on both sides of the net)
.5		Water	
10+		Hitter vs. the World	Appendix Focus coaching feedback on Blocking ready position and blocking action. Have attackers keep score.
10		Kings/Queens Court	Teams of 3. Can only score points on Side A. Side B serves. Winners move to Side A, losers move to end of line on Side B. Establish a what the game will be played to.
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 6 – Day 1**

<b>SKILL</b>	Blocking	<b>RULE</b>	Trust
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**Education**

Introduce the rule and skill of the day

**Rule:** Blocking and Defence are built on trust and responsibility. Successful team defence depends on good blocking technique, court awareness, knowing your responsibilities and trusting your teammates to do their job. Blocking is not about you! Blocking is a team effort. See if the players are able to provide examples of how trust between the block and defence will help the team (ie blocking line or cross, and where the defence moves)

**Skills:** Blocking, Defence, Attacking

**Goal:** Review Blocking and block defence Relationship, Teach/Review 6-back defence, Review Attacking

**Practice Plan**  
**Week 6 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
6		Arm-swing work	Have players in pairs standing across the net from one another. 1) Throw with two arms over the net, to their partner ( 8 reps), partner catches the ball with straight arms as close to the floor as possible for ALL reps 2) Throw one arm like a baseball (8 reps) 3) Two hand toss and hit the ball to partner (8 reps) 4) Take two steps back (8 reps) 5) Take two steps back (8 reps) Goals: 5) arm contacts ball when straight and slightly in front of hitting shoulder, 6) ball has top spin Be sure that players know the goals, and are standing with the correct foot forward.
5		1 v 1	Players keep score, provide consequences for losers
5		2 v 2	Players keep score, provide consequences for losers
5		Serving	Any Serving Drill
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
2		Review Blocking Ready Position	2. The starting position Demo correct ready position (including how far away to start from the net) - ready position - thumbs up, elbows in - back straight, head back - jump and land on balance - press over, seal - watch: ball, setter, ball, <b>hitter</b> (when looking at the hitter, sequence is: feet, chest, hand) If they can use peripheral vision of the ball and hitter this is better Demo stationary block jump Demo stationary soft block (page 7-3 Level 1 Manual)
6		Step 6	Move, Jump and Block, No Ball pg. 7-8
6		Step 7	Move, Jump and Block Ball Pg. 7-8
6		Step 8	Block Balls hit by Attacker Pg. 7-9
6		Step 9	Two Player Block Pg. 7-10 (can run this on both sides of the net)



15		Defence vs. Offence	Appendix Feedback: Stop the action and move players in the correct positions for 6-back defensive systems. Watch for correct footwork when blocking.
5		Serving	Any Serving Drill
15+		Triple Ball	Appendix Feedback: Defensive positioning (stop the action if needed)

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 6 – Day 2**

<b>SKILL</b>	Individual Defence	<b>RULE</b>	Trust
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**Education**

Introduce the rule and skill of the day

**Rule:** Attack coverage depends on trust. The hitter must know that when attacking, his/her teammates will be anticipating the ball to be blocked.

**Skills:** Attacking, Defence

**Goal:** Teach Individual Defence, Review Attack Coverage

**Practice Plan**  
**Week 6 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		1 v 1	Players keep score, provide consequences for losers
5		2 v 2	Players keep score, provide consequences for losers
8		Cross-court control	Keep track – beat your team record
5		Serving	Any Serving Drill
5		Active Stretch	
.5		Water	Quickly! Max 30 seconds
5		Teach Defensive Roll	Demo a one arm dig and recovery roll. <b>CUES</b> 1) Drop lower 2) Step (in direction of ball) 3) Turn (toe in) 4) Sit (bum to heel) 5) Reach (play the ball with a fist) 6) Roll (over shoulders) Have all athletes spread out, face net. As you demo have athletes follow. 5 reps to each side
6		Individual Rolls	1) One ball per athlete. 2) Athlete places ball one meter to his/her side. 3) Execute movement and scoop ball up off the floor then recover/roll. 4) 7 reps per side
10		Dig and Set	Appendix Can use shallow toss to get players to roll. Or use hard driven balls.
5		Serving	Any Serving Drill
.5		Water	
6		Teach/Review Attack Coverage	Pages 9-6 to 9-8 in NCCP Level 1 Manual. Use a catch and throw sequence with a group of 6 players.
15		Team Serve Receive to Attack Coverage Drill	Page 9-16 in NCCP Level 1 Manual.
5		Serving	Any Serving Drill
.5		Water	
15		Hitter vs. the World	Appendix Attack from Power, Middle, Right Side. Feedback: Hitting footwork and arm-swing
15+		Scramble	Appendix Feedback: Attack Coverage
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 7 – Day 1**

<b>SKILL</b>	Anticipation	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Anticipation – where do I go now? What do I do next? How do I remind the team to be in the right place at the right time? (“free ball”, “switch”, “cover”, “line”, “cross”...)

**Goal:** Review Blocking, Attacking, Serving. Review Transition Movements.

**Practice Plan**  
**Week 7 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
7		Team Game Warm-up and Stretch	
10		Doghouse	Focus on any passing technique that needs review (ex. No standing up to pass, “hips back”)
.5		Water	
10		Serving	Review basics of serving Step 1, 2, 4, 5. Pages 6-5 to 6-8 NCCP Level 1 Manual
10		3 Man D	Drill Bank Goal: players execute correct defensive movement patterns during the drill.
6		Shadow Blocking	Page 7-11 NCCP Level 1 Manual
6		Reading the Attack	Page 7-11 NCCP Level 1 Manual
5		Serving	Serving Under Psychological Stress (page 6-9 Level 1 Manual)
.5		Water	
7		Attacking - Step 4	Page 5-7 in NCCP Level 1 Manual.
7		Attacking – Step 5	Page 5-8 in NCCP Level 1 Manual.
7		Attacking – Step 6	Page 5-9 in NCCP Level 1 Manual.
5		Hitting Lines or Front/Back Attacking	Feedback: Footwork
.5		Water	
15		Defence to Attack and Cover Drill	Page 9-17 NCCP Level 1 Manual. 4 sets of 10 (different combinations of blockers and back court players for each set) SC: players dig the ball and run attack 70% of the time. Coach must occasionally toss in a free ball to keep defence guessing
15+		Triple Ball	Provide positive specific feedback on correct anticipation and transition movements
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 7 – Day 2**

<b>SKILL</b>	Adjustments	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Adjustments – what is the other team doing? Do they attack or tip the ball to one location. Does the setter give away what direction they are setting? Does the other team serve to one area or person? What changes do we have to make to stop a run of points?

**Goal:** Review Defensive and Offensive Systems

**Practice Plan**  
**Week 7 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
7		Team Game Warm-up and Stretch	
10		Doghouse	Focus on any passing technique that needs review (ex. No standing up to pass, "hips back")
.5		Water	
5		Serving	Any Serving Drill
10		Set and Follow	Appendix
10		Rotation 4 on 4	Appendix Easier: no rotation when ball crosses net Harder: rotate when ball crosses net
5		Serving	Any Serving Drill
.5		Water	
7		Review Offensive and Defensive Systems	White Board or Demonstrations – using catch and throw to ensure correct movement patterns
5		Hitting Warm-up	Pre-game hitting warm up
20		3 Ball Wash	Games to 25. Regular 3 Ball Wash (1 serve, 1 free ball to receiving side, 1 free ball to serving side). Each ball is worth one point. If a team scores 2 out of 3 balls they get to either keep the serve (stay) or get the serve (rotate). If a team scores 1 out of 3 balls they stay. If a team wins all 3 balls, they get 4 points and keep the serve (stay) or get the serve (rotate).  Stop the action to ensure correct movement patterns and positioning
4		Teach Xontro	Appendix
30		Xontro	Encourage players to discover what the other team is doing and what adjustments need to be made
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 8 – Day 1**

<b>SKILL</b>	Fundamentals, Blocking	<b>RULE</b>	Ready Position Check
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**Education**

Introduce the rule and skill of the day

**Skill:** Blocking ready position and movement. All skills.

**Rule:** When Blocking, players must go through of routine of checking their position relative to the net and relative to teammates and antennas. When on Defence, players must go through routine of checking their starting position based on court lines.

**Goal:** Review Blocking ready position and movement. Review of fundamentals

**Practice Plan**  
**Week 8 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
7		Arm-Swing Warm-up	Have players in pairs standing across the net from one another. 1) Throw with two arms over the net, to their partner ( 8 reps), partner catches the ball with straight arms as close to the floor as possible for ALL reps 2) Throw one arm like a baseball (8 reps) 3) Two hand toss and hit the ball to partner (8 reps) 4) Take two steps back (8 reps) 5) Take two steps back (8 reps) Goals: 1) arm contacts ball when straight and slightly in front of hitting shoulder, 2) ball has top spin Be sure that players know the goals, and are standing with the correct foot forward.
5		Serve Follow Ball	10 serves each – all serve at the same time. serve and retrieve your own ball on the other side of the net
10		Doghouse	Focus on passing technique ex. No standing up to pass, "hips back"
10		Wall Setting	Each player with a ball facing a wall, setting exercises -standing 6 inches from wall – fast sets (2 min) wrists only -stand 2 feet from wall - to the wall (2 min) -stand 2 feet from wall – to the wall, to self, to wall (2 min) -stand 2 feet from wall, back to the wall – to self, to the wall (2 min) -stand 2 feet from wall, shuffle to the left and right – continuous setting to the wall, keeping the correct hand position and posture (2 min)  Feedback: Diamond, hips under shoulders. Have athletes occasionally check if they are in the correct posture by letting the ball drop through the hands (ball should bounce safely off the forehead)
7		Triangles	Groups of 3 2 sets of 10 reps (first 5 reps catch the ball and look where the feet and hips are facing, are they square to target?)
.5		Water	
10		Attacking Footwork Review	Step 4,5,6 of Attacking Progression – pages 5-7 to 5-9
15		Outside Hitting	4 hitters. Hitters hit one ball then run and touch back wall, then get back in line to hit. Fast paced, high repetitions of attacks for the 4 hitters. -Timed (ex. 4 min) or scored (ex. 12 hits in the court to get

15		Pass, Set, Hit	<p>Description:</p> <ul style="list-style-type: none"> <li>-Passers in position 3 and 4 start in serve receive positions</li> <li>-Setter starts in position 1 or 2</li> <li>-Coach serves ball to either player (or have servers)</li> <li>-Player passes to setter, setter sets to either player, attack ball</li> <li>-Setter and non-hitter cover ball</li> <li>-A second group of two passers enters the drill, same sequence</li> <li>-Shaggers ensure coach always has a ball</li> </ul> <p>SC: All 4 players must get a pass, set, hit 8 times before a new group enters the drill.</p>
.5		Water	
1		Review Blocking Ready Position and Movement	Demo
15		Blocking Movement	Step 5, 6, 7 pages 7-7 to 7-8 Level 1 Manual
15		Hitter vs. the World	<p>Appendix – first hitter to 4 points wins</p> <ul style="list-style-type: none"> <li>-One hitter from middle, power and right side</li> <li>-Coach randomly tosses to each of the three hitters, or have setter set (ensure success of hitters)</li> <li>-Defenders play ball back over</li> </ul> <p>Coach Focus: Blocking movements Ensure middle blocker has enough time to reset to correct position. And/Or Have all three front row players rotate, so they each have repetitions blocking out of the middle</p>
10		Triple Ball	Appendix
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 8 – Day 2**

<b>SKILL</b>	Fundamentals, Defensive Systems	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills. Review Defensive systems/movements

**Goal:** Review of fundamentals, Review Defensive systems and transitions

**Practice Plan**  
**Week 8 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		1 v 1	
5		2 v 2	
5		3 v 3	
5		Serving	Any Serving Drill
10		Doghouse	Focus on passing technique ex. No standing up to pass, "hips back"
10		Wall Setting	Each player with a ball facing a wall, setting exercises -standing 6 inches from wall – fast sets (2 min) wrists only -stand 2 feet from wall - to the wall (2 min) -stand 2 feet from wall – to the wall, to self, to wall (2 min) -stand 2 feet from wall, back to the wall – to self, to the wall (2 min) -stand 2 feet from wall, shuffle to the left and right – continuous setting to the wall, keeping the correct hand position and posture (2 min)  Feedback: Diamond, hips under shoulders. Have athletes occasionally check if they are in the correct posture by letting the ball drop through the hands (ball should bounce safely off the forehead)
7		Triangles	Groups of 3 2 sets of 10 reps (first 5 reps catch the ball and look where the feet and hips are facing, are they square to target?)
.5		Water	
7		Attacking Footwork Review	Step 4,5,6 of Attacking Progression – pages 5-7 to 5-9
15		Outside Hitting	4 hitters. Hitters hit one ball then run and touch back wall, then get back in line to hit. Fast paced, high repetitions of attacks for the 4 hitters. -Timed (ex. 4 min) or scored (ex. 12 hits in the court to get out of drill) -coach toss or coach toss to setter (ensure success for hitters) -shaggers ensure coach always has a ball -All players have an opportunity to hit
15		Pass, Set, Hit	Description: -Passers in position 3 and 4 start in serve receive positions -Setter starts in position 1 or 2 -Coach serves ball to either player (or have servers) -Player passes to setter, setter sets to either player, attack ball -Setter and non-hitter cover ball -A second group of two passers enters the drill, same

15		Pass, Set, Hit	Description: -Passers in position 3 and 4 start in serve receive positions -Setter starts in position 1 or 2 -Coach serves ball to either player (or have servers) -Player passes to setter, setter sets to either player, attack ball -Setter and non-hitter cover ball -A second group of two passers enters the drill, same sequence -Shaggers ensure coach always has a ball SC: All 4 players must get a pass, set, hit 8 times before a new group enters the drill.
5		Serving	Any Serving Drill
.5		Water	
3		Review Defense on a Free Ball	Page 9-13 Level 1 Manual Catch and Throw
15		3 for 10 Defense	Description: -6 defenders in starting spots -2 or 3 lines of passers/hitters, setter at the net -Coach stands on side line of defensive side -Coach tosses easy ball to passer/hitters, who then pass, set, hit. -Blockers need to decide if ball is free ball or attacked and move accordingly -Coach varies the difficulty of tosses to create about 50% free ball and 50% attacks SC: Defenders need 3 out of 10 balls attacked back over the net to win the drill. (consequences). New group of defenders every 10 balls
10		Magic #	Regular game Coach secretly decides what point the teams are playing to
5		Serving	Any Serving drill
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.



**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 9 – Day 1

<b>SKILL</b>	Fundamentals, Block and Defence	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals and increase training load

**Practice Plan**  
**Week 9 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		Arm Swing routine	Two hand toss, one hand, toss and hit, step back toss and hit
10		Serving Progressions	Serving progressions 1-3 pages 6-6 to 6-7 Level 1 Manual
10		Passing Progressions	Step 2,3,4 (3-4 to 3-6 Level 1 Manual)
10		Triangles	Groups of 3 2 sets of 10 reps (first 5 reps catch the ball and look where the feet and hips are facing, are they square to target?)
10		Doghouse	
.5		Water	
10		Attacking Footwork Review	Step 4,5,6 of Attacking Progression – pages 5-7 to 5-9
15		Outside Hitting	4 hitters. Hitters hit one ball then run and touch back wall, then get back in line to hit. Fast paced, high repetitions of attacks for the 4 hitters. -Timed (ex. 4 min) or scored (ex. 12 hits in the court to get out of drill) -coach toss or coach toss to setter (ensure success for hitters) -shaggers ensure coach always has a ball -All players have an opportunity to hit
10		Pass, Set, Hit	Description: -Passers in position 3 and 4 start in serve receive positions -Setter starts in position 1 or 2 -Coach serves ball to either player (or have servers) -Player passes to setter, setter sets to either player, attack ball -Setter and non-hitter cover ball -A second group of two passers enters the drill, same sequence -Shaggers ensure coach always has a ball SC: All 4 players must get a pass, set, hit 8 times before a new group enters the drill.
5		Serving	Target Serving
.5		Water	
15		Blocking Progressions	Steps 6,7,8 (pages 7-8 to 7-9 Level 1 Manual)
15		Defence to Attack and Cover Drill	Page 9-17 Level 1 Manual
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 9 – Day 2

<b>SKILL</b>	Fundamentals/Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 9 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		1 v 1	
5		2 v 2	
5		3 v 3	
10		Serving	Progressions
10		Doghouse	Coach chooses criteria
.5		Water	
10		Attacking Footwork Review	Step 4,5,6 of Attacking Progression – pages 5-7 to 5-9
15		Toss, Hit, Block	4 hitters, 4 blockers. Hitters hit one ball then, quickly run to end of line. Two blockers block four balls and are quickly replaced by 2 blockers who then block 4 balls- repeat sequence. Coach tosses balls. Fast paced, high repetitions of attacks for the 4 hitters and blockers -Timed (ex. 4 min) or scored (ex. 12 hits in the court to get out of drill) -shaggers ensure coach always has a ball -All players have an opportunity to hit -allow enough time for middle blocker to close from middle
5		Serving	Any serving drill or progression
15		Pass, Set, Hit	Description: -Passers in position 3 and 4 start in serve receive positions -Setter starts in position 1 or 2 -Coach serves ball to either player (or have servers) -Player passes to setter, setter sets to either player, attack ball -Setter and non-hitter cover ball -A second group of two passers enters the drill, same sequence -Shaggers ensure coach always has a ball SC: All 4 players must get a pass, set, hit 8 times before a new group enters the drill.
5		Serving	Target Serving
.5		Water	
20		Triple Ball or Xontro	
10		Kings/Queens Court	
5		Cool down/stretch	Have one player lead the stretch, all other players must copy the leader. Leader changes stretch every 20 seconds.

**Sample Club**  
 Practice Plan: For players aged 13-14 yrs  
 Week 10 – Day 1

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 10 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
9		Move to Pass Ball	Page 3-6 Level 1 Manual
9		Change Direction of Ball	Page 3-7 Level 1 Manual
12		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
9		Circulation Passing	Pick one or two CUES to focus on for passing (ex. Hips down)
9		Doghouse	Use the same themes
18		Defence to Attack and Cover Drill	Page 9-17 Level 1 Manual Review blocking footwork if necessary
18		Attack	Review and break down attacking footwork and or arm-swing Use any of the progressions from pages 5-2 to 5-9 in Level 1 Manual
18		Toss, Hit, Block	Appendix Success criteria can be: a) timed (ex 3 minutes) b) number of kills c) number of kills in a specific location
12		Offence Overload Drill 3-4	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
14		Triple Ball	Reinforce CUES used earlier in practice
10		Rotation 4 on 4	Reinforce CUES used earlier in practice

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 10 – Day 2

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 10 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
9		Wall Setting	Appendix
9		Triangles	Appendix
12		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
9		Target Serving	Record results for extra motivation
9		"The Game"	Appendix Rules: 3 non-perfect passes in a row = switch with servers 2 perfect passes in a row = 1 point  Game 1 – 5 minutes Game 2 – 4 minutes
9		Dig and Set	Appendix
9		3 for 10 Defence	Appendix
18		Attack	Review and break down attacking footwork and or arm-swing Use any of the progressions from pages 5-2 to 5-9 in Level 1 Manual
18		Toss, Hit, Block	Appendix Success criteria can be: a) timed (ex 3 minutes) b) number of kills c) number of kills in a specific location
12		Offence Overload Drill 3-4	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
20		Xontro	Reinforce CUES used earlier in practice
5		Cool-down	

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 11 – Day 1

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 11 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
4		1 v 1	
5		2 v 2	
9		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
12		"The Game"	Appendix Rules: 3 non-perfect passes in a row = switch with servers 2 perfect passes in a row = 1 point  Game 1 – 6 minutes Game 2 – 6 minutes
12		Block and Drop	Appendix/Drill Bank Focus on correct movement of the block and defensive footwork
12		Toss, Hit, Block	Appendix Success criteria can be: a) timed (ex 3 minutes) b) number of kills c) number of kills in a specific location
18		Hitter vs the World	Appendix/Drill Bank
12		Offence Overload Drill 2-3	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
30		Xontro	Focus on areas that need improvement For teams with less than 12- play 'Rotation 4 on 4' or another small numbered game.
5		Cool-down	

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 11 – Day 2**

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 11 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
4		1 v 1	
5		2 v 2	
9		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
12		Doghouse	Appendix Focus on passing CUE words
12		Dig and Set	Appendix/Drill Bank Focus on goal of the skill – what is the perfect dig? Set?
10		Setter-Hitter Relation	Drill Bank under "Attack" Modify success criteria for the skill level. Athletes should have 70% success.
9		Setter-Hitter Relation on the Left Side	Drill Bank under "Attack" Modify success criteria for skill level. Athletes should have 70% success.
9		Setter-Hitter Relation in the Middle	Drill Bank under "Attack" Modify success criteria for skill level. Athletes should have 70% success.
12		Serve Receive to Attack and Coverage Drill	Page 9-16 Level 1 Manual Focus on a few rotations that need improvement
30		Triple Ball	For groups with less than 12- play 'Rotation 4 on 4' or another small numbered game.
5		Cool-down	

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 12 – Day 1**

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 12 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		Setting Shuttles	Each player has one ball, standing along the end-line. Coach creates activities for players to set the ball to self with movements. For example – while setting ball to self (1 meter high), walk to net, back to end-line. Set to self, side shuffle to net and back Set to self, back peddle to net and back Set high, let bounce, set, let bounce.. Set to self, walk to net, set ball while moving under net, walk to end-line... etc. Feedback: Hand position must be above forehead Thumbs back Elbows in
5		Passing shuttles	Same as above with passing Arms straight Correct grip
8		Serving	Serving progressions or serve follow ball or target serving
12		Circulation Passing	Suggested Feedback: Hips down when you pass Ball to the net (tape)
5		Blocking Footwork	Progressions – Level 1 Manual
5		Blocking with a ball	Have coach hit balls or players tossing/hitting – Level 1 Manual
5		Hitting Lines	1) Coach hold for 51 (watch feet) 2) Coach toss
9		Toss, Hit, Block	Appendix Success criteria can be: d) timed (ex 3 minutes) e) number of kills f) number of kills in a specific location
8		Hitter vs the World	Appendix
10		Offence over-load Drill 3-4	Focus Drill Bank – under “Offence” Modify success criteria to match level of athletes
30		Triple Ball or Xontro	
9		Rotation 4 on 4	
9		King/Queens Court	
5		Cool-down	

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 12 – Day 2

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 12 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		Triangles -Front Set	Provide CUES
5		Triangles -Back Set	Provide CUES
8		Serving	Serving progressions or serve follow ball or target serving
12		Doghouse	Suggested Feedback: Hips down when you pass Back spin on the ball
5		Blocking Footwork	Progressions – Level 1 Manual
5		Blocking with a ball	Have coach hit balls or players tossing/hitting – Level 1 Manual
5		Hitting Lines	3) Coach hold for 51 (watch feet) 4) Coach toss
9		Toss, Hit, Block	Appendix Success criteria can be: g) timed (ex 3 minutes) h) number of kills i) number of kills in a specific location
8		Hitter vs the World	Appendix
10		Offence over-load Drill 2-3	Focus Drill Bank – under “Offence” Modify success criteria to match level of athletes
15		Scramble	Appendix
15		Situational Games	Team A vs. Team B ( or mix them up). Use score cards. Team A down 12-19 Team A up 21-19 Team A down 22-24 Etc.. Purpose: mental preparation to a) play from behind b) play with a lead...
9		Rotation 4 on 4	
9		Kings/Queens Court	
5		Cool-down	



**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 13 – Day 1**

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 13 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
4		Game warm up	
12		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
12		"The Game"	Appendix Rules: 3 non-perfect passes in a row = switch with servers 2 perfect passes in a row = 1 point  Game 1 – 6 minutes Game 2 – 6 minutes
18		Defence to Attack and Cover Drill	Page 9-17 Level 1 Manual
14		Offence Overload Drill 3-4	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
15		Situational Games	Team A and B learn to play from behind and with the lead 20-19 8-12 (to 15) 20-15 etc..
15		Serve Receive to Attach and Coverage Drill	Page 9-16 Level 1 Manual
30		Triple Ball	Appendix
15		Scramble	Appendix
5		Cool-down	

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 13 – Day 2

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 13 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
4		Game warm up	
12		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
12		"The Game"	Appendix Rules: 3 non-perfect passes in a row = switch with servers 2 perfect passes in a row = 1 point  Game 1 – 6 minutes Game 2 – 6 minutes
9		Dig and Set	Focus: digging technique
9		Blocking	Coaches Choice – footwork – armwork - eyework
14		Offence Overload Drill 2-3	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
15		Situational Games	Team A and B learn to play from behind and with the lead 20-19 8-12 (to 15) 20-15 etc..
15		Serve Receive to Attach and Coverage Drill	Page 9-16 Level 1 Manual
30		Triple Ball	Appendix
15		Scramble	Appendix
5		Cool-down	

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 14 – Day 1**

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 14 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		Setting Shuttles	Each player has one ball, standing along the end-line. Coach creates activities for players to set the ball to self with movements. For example – while setting ball to self (1 meter high), walk to net, back to end-line. Set to self, side shuffle to net and back Set to self, back peddle to net and back Set high, let bounce, set, let bounce.. Set to self, walk to net, set ball while moving under net, walk to end-line... etc. Feedback: Hand position must be above forehead Thumbs back Elbows in
5		Passing shuttles	Same as above with passing Arms straight Correct grip
9		Serving	Serving progressions or serve follow ball or target serving
12		Circulation Passing	Suggested Feedback: Hips down when you pass Ball to the net (tape)
12		Blocking	Coaches Choice – footwork, arm-work, eye-work
6		Hitting Lines	5) Coach hold for 51 (watch feet) 6) Coach toss
6		Hitting lines with setter	Success criteria can be: j) timed k) number of kills l) number of kills in a specific location
12		Offence over-load Drill 3-4	Focus Drill Bank – under “Offence” Modify success criteria to match level of athletes
18		Situational Games	Create scoring system- regular game to 25, but with additional point for: Ace, kill from middle, block etc..
30		Triple Ball or Xontro	
12		Rotation 4 on 4	
12		Scramble	Vary the free balls to come from both side-lines, end-lines and from opponents court
5		Cool-down	

**Sample Club**  
Practice Plan: For players aged 13-14 yrs  
Week 14 – Day 2

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 14 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
5		Triangles – Front setting	Create success criteria – insist on focus
5		Triangles – Back setting	Create success criteria – insist on focus
9		Serving	Coaches choice: Serving progressions or serve follow ball or target serving
12		Doghouse	Passing Feedback
12		Blocking	Coaches Choice – footwork, arm-work, eye-work
6		Hitting Lines	7) Coach hold for 51 (watch feet) 8) Coach toss
6		Hitting lines with setter	Success criteria can be: m) timed n) number of kills o) number of kills in a specific location
12		Offence over-load Drill 2-3	Focus Drill Bank – under “Offence” Modify success criteria to match level of athletes
18		Situational Games	Create scoring system- regular game to 25, but with additional point for: Ace, kill from middle, block etc..
30		Triple Ball or Xontro	
12		Rotation 4 on 4	
12		Scramble	Vary the free balls to come from both side-lines, end-lines and from opponents court
5		Cool-down	

**Sample Club**  
**Practice Plan: For players aged 13-14 yrs**  
**Week 15 – Day 1**

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 15 - Day 1**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
10		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
10		"The Game"	Appendix Rules: 3 non-perfect passes in a row = switch with servers 2 perfect passes in a row = 1 point  Game 1 – 5 minutes Game 2 – 5 minutes
12		Hitter vs The World	appendix
12		Offence Overload Drill 3-4	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
15		Situational Games	Create scoring system- regular games to 25 or 15, but with additional point for: Ace, kill from middle, block etc..
15		Serve Receive to Attach and Coverage Drill	Page 9-16 Level 1 Manual
30		Triple Ball	Appendix
12		Scramble	Appendix
5		Cool-down	

**Sample Club**  
 Practice Plan: For players aged 13-14 yrs  
 Week 15 – Day 2

<b>SKILL</b>	Fundamentals/ Team Play	<b>RULE</b>	
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**Education**

Introduce the rule and skill of the day

**Skill:** Fundamentals, all skills.

**Goal:** Review of fundamentals/team play and increase training load

**Practice Plan**  
**Week 15 - Day 2**

\*\*See Appendix for Activities/Drill

Date:

Minutes	Time	Activity/Drill	Teaching Points/Comments
10		Pass, Set, Hit 20-10-5	Drill Bank/Appendix Focus on footwork for passing, setting and hitting
10		Circulation Passing	Appendix
12		Hitter vs the World	appendix
12		Offence Overload Drill 3-4	Focus Drill Bank – under "Offence" Modify success criteria to match level of athletes
25		Situational Games	Create scoring system- regular games to 25 or 15, but with additional point for: Ace, kill from middle, block etc..
30		Triple Ball	Appendix
		End practice early	to be fully rested for provincials
5		Cool-down	

## Drill Appendix

### **"Toes"**

#### Description:

Players spread out on one side of net inside volleyball lines. Instruct players to jog randomly inside the court lines without touching one another. "Two toes" – means players need to quickly find one person to stop and touch toe to toe with. Last one to join does two jumping jacks. Instruct players to jog randomly inside the lines again. Coach calls out "three toes" – players need to find two other players to have three toes touching. Coach calls out random numbers, players respond by finding the correct number of players to join with. Drill lasts 2-3 minutes.

After they understand the routine, instruct players that they now have to touch toes with all their teammates in the position of the court you call out (first teaching the location of positions 1-6). Last two people to touch toes in the correct position have two jumping jacks or tuck jumps.

Can do the same game instructing players to stand in the correct defensive starting positions in each of the zones, including the front row. Can introduce the terminology 6-up and 6-back at this point as well.

#### Purpose:

Coaches can use this technique of creating a desired number of players in a group, especially if certain players are always together.

### **Doghouse:**

#### Description:

Coach tosses/serves ball from the Doghouse side. 3 players on the receiving side can earn points. Play the ball out vs. the 3 players in the Doghouse. If you score a point on the point side, go to end of line. If lose, go or stay in the Doghouse.

#### Execution Criteria:

Coach decides what technical criteria players will work on. For example, players must pass "low to high", if not, they automatically go to the doghouse, they can no longer play the point out. Game to 11

#### Purpose:

Encourage players to focus on the skill being taught and not just the game.

### **Scramble:**

#### Description:

6 v 6. Coach tosses in balls to one side for 1-2 minutes. Keep track of how many points Team A scores. Same for Team B. Rotate. Do this for all 6 rotations.

#### Success Criteria:

Team with most points after all 6 rotations wins.

#### Purpose:

Fitness, Team play, communication.

### **Foot fire:**

**Description:**

Players spread out, face net and coach. Coach leads a movement drill by directing players to move left, right, front, back – using either a shuffle, cross-over, step cross-over, turn and run techniques.

**SC:**

Timed

**Purpose:**

Fitness, ingraining correct footwork patterns

### **Bounce Between the Legs Drill**

**Description:**

Coach tosses (flat) one ball to other side, where play moves feet quickly to let ball bounce between the legs.

**SC:**

20 bounces for the whole team. variations...

**Purpose:**

Use correct movement patterns to beat the ball to the spot and be in a stable position to pass.

### **Rotation 4 on 4**

**Description:**

4 v 4 half or full court. Coach toss ball in to the losing or winning side. After the ball crosses the net players must rotate one position. If more than 4 players per side, have extras rotate in and out at position 1. Advanced players: only back row players can set the ball

**SC:**

Points or timed – game to 15?

**Purpose:**

Ball control skills, communication

Younger players focus – “to the net, along the net, over the net”

### **Circulation passing**

**Description:**

Coach tosses/serves from serving area to a line of passers on the other side. Passers pass two balls then become the target. Target brings two balls to coach and goes to the end of the passing line. Coaches should alternate different players to toss balls to allow for better coach feedback.

**SC:**

12 good passes to win the drill

**Purpose:**

Improve passing technique in a controlled setting



## **Triple Ball**

Description:

<http://www.youtube.com/watch?v=8RZAHDigRUE>

Serve, free ball to Receiving Side, free ball to Serving side. Point for each ball. Coach tosses to own team to position 6. No specialization. Equal rotating subs – out from 1 into 6. Ball retrievers.

## **Move to Catch**

Description:

P. 2-7 Level 1 Manual. Players in pairs 4 meters apart. One tosser, one catcher. 2 Sets of 10.

SC:

Players begin and end in good ready position, move at 45 degree angles using the proper technique, and catch the ball in a balanced position.

## **Move to Pass**

Same as above but with a pass.

## **Block and Drop Drill**

Description:

Player 1 starts at the net in position 4. Players start drill by doing one block jump, landing, doing correct footwork to defensive position on the attack line. Coach hits/tosses a ball from cross court. Player digs/passes/sets ball to setter. Setter sets player, player attacks ball, retrieves it to the coach.

SC:

Lines of 4 or 5. Each player executes correct movement pattern 5 times. Switch to other side, same drill.

Purpose:

Ingrain the correct movement patterns of front row outside blockers into a defensive position

## **Partner Roll and Roll**

Description:

In pairs, one partner rolls ball 1.5 meters away from player in ready position. Player scoops up the ball off the floor while executing correct technique of Defensive Roll.

SC:

2 sets of 5 to both sides. Switch partners in between sets

Purpose:

A recovery method to safely play the ball outside the body with one hand

### **Serve Receive Drill 1**

**Description:**

Group of 6 in W Serve Receive formation – 4-2 system. Group of 6+ serving and retrieving balls. Serve, two free ball tosses to serve receive side.

**Success Criteria:**

2 out of 3 balls attacked over the net. 6 rotations. Mix in servers.

**Purpose:**

Teaching passing in a game situation. Establish communication rules on serve receive and free ball situations.

### **Rapid Fire Passing**

**Description:**

Groups of 3 – one passer, one server (mid court), one target.

Several groups of 3 using one court.

Server serves to passer, passer passes to target, target tosses ball to server.

**SC:**

15 passes, then switch. All three players will pass, serve or be a target once during the drill.

**Purpose:**

Work on technique of passing a free ball without stress

### **Free Ball Passing Drill 1**

**Description:**

Coach and players on Side A. 3 players on side B in blocking ready positions. When coach pulls ball back to throw over the net, players must say “free ball” and move behind the attack line (keeping their eyes on the ball). Setter stays at the net. One of the two players passes the ball to the setter using either a forearm pass or overhead pass. Setter calls out “power” or “middle” and sets appropriate hitter. Hitter hits, both hitters retrieve ball, move out of the drill and the next set of three players enter in quickly. Have players enter the drill in all three position along the net.

**SC:**

Setter does not move more than one small step in any direction.

The entire team needs 15+ perfect passes to complete the drill

Peak ball height is higher than the antennae.

**Purpose:**

Practice perfect free ball passing

## **Free Ball Passing Drill 2**

### **Description:**

Same as above except all 6 players are on Side B in their base defensive positions. Back row players now move into the gaps to pass all balls behind the front row players. Defender in Position 1 takes any short balls sent to position 2. Defender in position 6 takes all balls in position 1 and 6. Defender takes all balls in position 5.

Wave players through in groups of 3 after each pass and attack

### **SC:**

The entire team needs 10+ perfect passes to complete the drill

## **Shuttles**

### **Description:**

In groups of 4 or 5. Group split in two, side line to side line. Sequence: passing, setting, pass/set/tip, pass/set/hit

After playing the ball, run to the end of the other line (follow the ball)

### **SC:**

Coach calls out when to change the sequence

### **Purpose:**

Warm up using ball skills

## **Cross court control**

### **Description:**

Team split in half on both sides of one court. Players in position 2, 4, 5 on both sides of the net. Other players line up behind player in position 5. Rotate out from position 4. Rotate into Position 5.

Path of the ball - to the net (to pos. 2), along the net (to pos.4), over the net (to pos. 5), to the next (pos. 2), along the net (pos. 4), over the net (pos. 5). Use passing and setting only. Players follow the path of the ball.

### **SC:**

Players keep track of how many times the team can keep the ball in play without dropping.

### **Purpose:**

Ball control practice

## **Triangles**

### **Description:**

Groups of 3, two players at the net, one player 3-4 meters off the net. Players use the net whenever possible or other court lines mimicking the net.

Toss to the net, setter is facing tosser then squares to target, sets to target, target passes to tosser

### **SC:**

2 sets of 10 good sets for each player.

## **Target Serving**

### Description:

Coach lays out 2 meter by 2 meter targets of some kind to designate all 6 positions on the court. Players split up in half and all serve simultaneously.

### SC:

Players serve 15 balls each – 3 to each position in the court. Players record progress on “Target Serving” sheet.

### Purpose:

Develop accuracy

## **The Game**

### Description:

2 or 3 servers vs. 2 or 3 passers. Coach or player is the target (standing in the setting position). Can only score points as a passer. If passers get two perfect passes in a row = 1 pt. If passers get two non-perfect passes in a row = switch with servers. A miss serve is considered a perfect pass for the passers. Coach or target is in charge of calling out on each pass if it is perfect or non-perfect. Players keep track of their points. The group that has the most points at the end of the 5 minute game wins.

Coach can use the entire court by setting up two different games at the same time.

After the first five minute game, switch players so they can serve and pass against different players.

Play 2 or 3 five minute games.

### Purpose:

Competitive game-like serving and passing drill. With the emphasis on passing.

## **Hitting Lines**

### Description:

Split the group into 3 lines facing the net along the attack line. Designate 3 “setters” (they don not have to be setters). Instruct setters to hold the ball above their head in the setting position. Hitters will approach and jump to attack the ball. Setters will release the ball creating a 51. Hitters retrieve their ball hand it to the setter and go to the end of the line.

### Purpose:

Training correct footwork, without having to worry about timing.  
Switch setters every 3 minutes.

## **'Feet to the Ball' Hitting**

### Description:

Use the "Front/Back Attacking" drill sequence, however each hitter will now hit two tosses. The attacker sets up just inside the attack line, balancing on his/her left foot (for a right handed player). The tosser then tosses one ball slightly to the right of the attacker and one ball slightly to the left of the attacker along the net. The attacker then shags both balls and retrieves to the tosser.

The attacker must only use an explosive 'right-left' approach to hit the ball.

### Success Criteria:

Timed drill

or have them execute a specific amount of successful attacks (8)

### Purpose:

Create an explosive last two steps that get feet behind the ball (bad sets).

### Variation:

After using only a two step approach, allow athletes to use the full three step approach

## **Back/Front Attacking**

### Description:

Divide players into 4 groups (A,B,C,and D)

A: Left-side attacking line

B: Shagging (across net)

C: Right-side attacking line

D: 2 Tossers (one for left-attackers and one for right-attackers) and ball cart managers (retrieve balls from shaggers and/or hand balls to tossers)

Tossing group tosses a high ball to each line.

A and C: Once a hitter attacks the toss, they rotate back to the end of their own line.

B: Shaggers chase balls down and run balls back to the ball cart.

Coach's technical or decision-making feedback should be focused on the two hitting groups. Since the coach is not managing (tossing or shagging) the drill, he/she is free to give feedback and possibly pull one player out of hitting line to demo the skill before rotating them back into their specific hitting line (this allows a player a rep immediately after the coaches' feedback).

### Rotate:

WHEN: Beginner/Intermediate skill level: You can either rotate on time (usually 2-3 minutes/rotation) or after you have been able to give each player in the two hitting lines feedback.

Intermediate-Advanced skill level: You can rotate on time or after a successful attack (you define a "successful" attack as a line swing, cross court, etc.) Rotate through the four different stations 2-3 times, so players have multiple opportunities to attack left and right.

### WHERE:

Group A follows Group B

Group B follows Group C

Group C follows Group D

Group D follows Group A

## **Hitter vs. the World**

### Description:

6 players in defensive positions on Side B. Place P1 and P2 on Side A ready to attack the ball from Position 4. Place your one of your top setters in position 2 on Side A. Coach is on Side A tossing balls to setter who will set P1 or P2. Defenders on Side B attempt to block and or defend/attack the ball back to Side A.

### Success Criteria:

P1 and P2 are competing. They alternate attacking outside sets from the setter. First player to score 4 points (or make up your own number) wins. Switch/mix-up attackers, and defenders.

### Variations:

Attackers from the Middle or Right Side.

Have players pass the ball from a toss or serve before attacking.

## **Defence vs. Offence**

### Description:

Similar to Hitter vs. the World.

- 1) Two hitting lines from the middle or power. Coach tosses ball to either power or middle (both approach to hit). **Or** Coach tosses to setter who sets middle or power. Hitters shag their own ball. Focus of the drill is on the Defence.
- 2) Switch front and back row or rotate
- 3) Drill is complete when all players have a chance to block and play defence. (15 minutes)

### Success Criteria:

- 1) Defence needs to execute correct movement patterns 5 times.
- 2) Optional additional criteria: defence must score 2 points before they can rotate out. (points are scored by getting a block or digging ball and HITTING the ball over the net)

### Purpose:

Training correct defensive movement and execution

## **Dig and Set**

### Description:

1) Coach hits balls to position 5, players digs ball to centre of court, player from position 1 sets ball to position 4 target, target takes ball to coach and enters drill into position 5.

### Success Criteria:

- 1) 7 good digs AND sets as a team
- 2) Coach switches to hit ball from other side, same sequence.

### Purpose:

Train athletes to dig ball to the center of the court

Train athletes to set ball to position 4 well

### 3 Man D

**Description:**

Coach hits balls to 3 back row defenders. Defenders dig the ball to middle of court. One of the 3 defenders (the one facing the coach) sets ball back to coach and returns to defensive position. Coach moves along net, hitting from different spots. Players attempt to keep the ball off the floor at tall times. Active shaggers!

**Variation:**

Add a setter. Have the setter take all 2<sup>nd</sup> balls and set back to coach

**SC:**

5 minutes per group. 2 sets per group

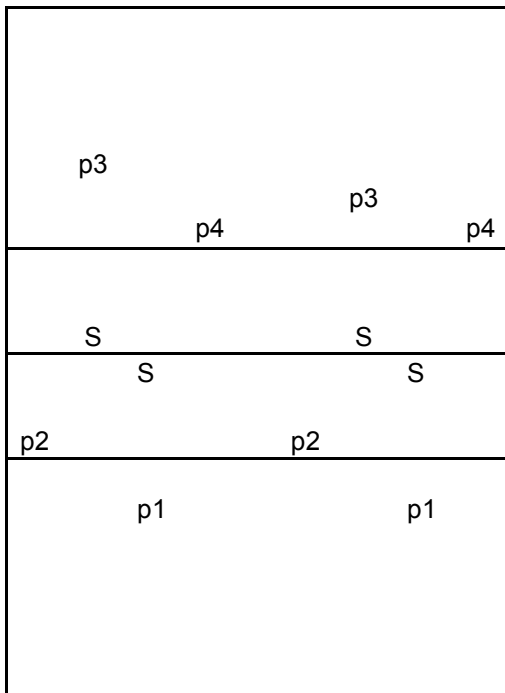
**Purpose:**

Train an aggressive defensive attitude  
Build correct defensive movement patterns  
Train correct defensive technique

### Set and Follow

**Description:**

Court divided in half. P1 sets to setter, setter sets along net to P2, P2 sets over the net to P3..continue same cycle. Setting only. Players count how many times the ball crosses the net without dropping in 5 minutes. Players not in the drill - setting drills against a wall



## **Xontro**

### Description:

Each game is played for 30 minutes with automatic time outs (two minutes in length) at 10 minutes and 20 minutes. The scorer should be a teammate who is not playing at the time, not a coach. When they sub in, they hand off the scorecard to the player coming out. During the time-outs teams get together with their scorer to determine which categories they want to earn next. It is best that each team meets separately so the other team doesn't know what the opposing team needs to achieve.

### Purpose:

Drill allows players to focus on improving the desired skill, not just win the game. Encourages players to focus on what to earn offensively, and to realize what the other team is trying to earn and they employ the right kind of defense and attitude to try and stop it.

See Xontro Score Card Example

## **Pass Set Hit 20-10-5**

### Description:

Coach stands on Side A and tosses one ball to two players on Side B. Players execute description below and shag ball. Two new players in the drill right away.

- 1) players pass, set, catch the ball – need 20 good skill executions to move to next criteria
- 2) players pass, set, hit ball over – need 10 good skill executions to move to next criteria
- 3) players pass (then run to other side of setter), set, hit ball over – 5 good skill execution

### Purpose:

Execute the basic skills in a sequence similar to the game. Focus on movement and footwork.

\*Inspired by James Sneddon, Chris Berglund, Volleyball Canada, USA Volleyball and AVCA