



# SUMMER 2014 VOLLEYBALL CAMP

# MANUAL

This manual is designed to help facilitate summer volleyball camps for all ages. The purpose of camp is always to get better, but **HAVE FUN** while doing it. If you have any summer camp “best practices” that you would like to share, feel free to send an email to [mvp@usav.org](mailto:mvp@usav.org). Thank you for your help in growing the game.

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**Core Summer Camp Reads**

- a) From Positive to Perfection
- b) Contacts Per Hour
- c) My Favorite Coach
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- e) Never be a Child's Last Coach

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## CAMP PREPERATION:

- Set-up camp dates and reserve facilities
- Design flyer to email/print out to players
- Meet with camp accountant and decide on camp fees & staff pay scale
- Decide on camper & staff t-shirt style & graphics
- Write and/or phone potential staff
- Secure a camp athletic trainer and print out medical release waivers
- Make sure all equipment is available and ready to use:
  - Low impact floor tape
  - TV/laptop to play NCAA or Olympic volleyball videos
  - Bulk order balls and ball carts
  - Electric air pump
  - Clipboards
  - Coaching platforms/boxes (NOT chairs)
- Create a short DVD or YouTube video of great Olympic/NCAA moments
- Pick out videos from our USAV list that you want to show and download to computer
- Arrange for all camp meeting room- if necessary
- Create an organized and detailed camp schedule
- Print updated:
  - Camper Workbook at SafeSport Handout
  - Camp Coaching Manuals & Materials
  - Player Evaluation Sheets
  - Document of Registered Players for Check-in
  - Volleyball Posters ([click here](#)) & Quotes to hang-up around your gym

## **CAMP PHILOSOPHY:**

- #1 priority is to help each player improve regardless of potential or initial skill level
- Always encourage effort—no punishments
- Use a drill philosophy that allows for as many touches per player as possible
- A staff meeting will be held at the conclusion of each session
- Take attendance at the beginning of each day
- Give specific feedback and positive comments in your assigned player's workbooks
- Please be on time, preferably 5-10 min. early
- Dress comfortable but professionally—wear athletic shoes on the court
- Give plenty of water breaks
- Please let the camp director know if there are any issues regarding player's health, participation attendance, attitude, etc.

# CAMP INTRODUCTION MEETING

Welcome to camp! We are ready to help you have a week of learning and FUN! Before we get started there are a few people that we would like you to meet:

\_\_ Camp Director

\_\_ High School AD

\_\_ Camp Coaches

\_\_ Athletic Trainer

## **ITEMS TO TOUCH ON:**

1. Use your Camper Workbook! We want you to see you accomplish your goals and track your improvements. We also want to tailor our feedback to what YOU want to work on.
2. We know that you all have been coached by different people in the past. But, this week at camp we may want you to try things a little bit differently than what you are used to. No coach is wrong, but we just ask that you try it our way for this camp.
3. You will get out of camp what you put into it—so we ask that you come into the gym every day with 110% effort and a positive attitude. You WILL get better if you can bring those two things with you each day
4. If you're on time, you're late. We ask that you arrive at least 10 min. prior to the start of the day to put on your shoes/kneepads/etc. and socialize with your peers
5. Put distractions through you, rather than let them rule you. What we mean by that is that we want everyone to be focused on the task at hand so improvements can happen. It is hard to get better when you are thinking about what you are going to eat for lunch or what movie you are going to watch after camp is over.
6. We need to know where you are at all times. If you need to see the trainer or run to the bathroom just let someone know. We plan to give you a lot of water breaks, so please don't ask to grab a drink—unless it is an emergency.
7. When we work in groups or partners, we challenge you to meet someone new! After all, winning and losing are only temporary, but friendships last forever. You never know who your new best friend could be!
8. We only have \_\_ days of camp! Take advantage of the staff that is working here—they all have been around the game for a long time and have a great volleyball IQ. Ask questions or talk to them whenever you want! If you don't understand something do not be afraid to ask. We are here to help you become the best volleyball player you can be.
9. Be present. Do not worry about the upcoming season or your competition. Compete against yourself and keep getting better one rep at a time.
10. We want you to have the best camp ever and learn lots of new skills! Don't worry about the errors—focus on the things you are doing right.

# SAFESPORT HANDOUT



USA Volleyball cares about the safety and well-being of all of its participants. The SafeSport Program was implemented to educate and prevent athlete abuse in youth sports. USA Volleyball has a **ZERO TOLERANCE** for the following types of abuse and misconduct:

- Bullying, Threats, Harassment
- Hazing
- Harassment, including Sexual Harassment
- Emotional Misconduct
- Physical Misconduct
- Sexual Misconduct



Make the Commitment  
Stop Abuse in Sport

You should know that a whole team stands ready to help and protect you. If you have questions, want to disclose an incident or just need someone to talk with, SafeSport can help.

SafeSport Hotline: 1-855-306-7775

SafeSport Email: [safesport@usavolleyball.org](mailto:safesport@usavolleyball.org)

SafeSport Web: [www.volleyballreftraining.com/SafeSport/safesport\\_home.html](http://www.volleyballreftraining.com/SafeSport/safesport_home.html)

# CAMPER WORKBOOK

This document will be handed out at the beginning of camp to all campers so that they can set goals for what they want to get better at during the camp and evaluate their progress throughout the week. It would be best if the Camp Director collected the workbooks after each day of camp. On the 2<sup>nd</sup> to last day of camp, the staff will make comments in each workbook to encourage each athlete to keeping working to accomplish all of their goals.

## Passing:

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## Setting:

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## Spiking:

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**Digging:**

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**Blocking:**



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**Team Player:**

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**Coach Comments:**

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# OVERVIEW

## DAY 1:

Have a NCAA or Olympic video running before the camp starts  
Campers fill out player info sheet  
All Camp Meeting  
Staff introductions  
Warm-up/game  
Skill/Drill Demo  
Practice Skill/Drill  
Play 2v2/ 3v3/ 4v4  
Cool down/game  
Recap Day #1- Did you get better? What did you learn?  
Staff Meeting to discuss Day 2 agenda

## DAY 2:

Have a NCAA or Olympic video running before camp starts  
Group Photo with Camp T-shirts on  
Goal check-in  
Warm-up/game  
Skill/Drill Demo  
Practice Skill/Drill  
Play 2v2/3v3/4v4  
Cool down/game  
Recap Day #2- Did you get better? What did you learn?  
Staff Meeting to discuss Day 3 agenda



## Day 3:

Have a NCAA Beach Volleyball video running before camp starts  
Goal check-in  
Warm-up/game- beach/grass  
Skill/Drill Demo- beach/grass  
Practice Skill/Drill- beach/grass  
Play 2v2/3v3/4v4- beach/grass  
Cool down/game  
Recap Day #3- Did you get better? What did you learn?  
Staff Meeting to discuss Day 4 agenda

## Day 4:

Have a Paralympic running before camp starts  
Goal check-in  
Warm-up/game  
Skill/Drill Demo  
Practice Skill/Drill  
Camp Tournament  
Cool down/game  
Recap Day #4- Did you get better? What did you learn?  
Staff Meeting to discuss Day 5 agenda



## Day 5:

Have a NCAA or Olympic video running before camp starts  
Goal check-in  
Warm-up/game  
Skill/Drill Demo  
Practice Skill/Drill  
Camp Tournament  
Cool down/game  
Recap Day #5- Did you get better? What did you learn?  
All Camp Closing Meeting

# SKILL'S CHECKLIST

## SETTING:

### ON THE NET:

- Left, Right footwork
- Hand positioning
- Outside sets
- High middle sets
- Back sets
- Jump sets
- Standing dump
- Jump & dump
- Quicker tempo sets

### OFF THE NET:

- Footwork
- Run thrus
- Ball out of net
- Consistent sets from all over the court

## HITTING:

- Good arm warm-up
- Tip/Roll shot locations
- Wipe shot off block
- Locating the block
- Approach footwork
- Line shot
- Deep corner shot
- Cut shot
- Standing attack from anywhere

## DEFENSE/BLOCKING:

- 1 on 1 blocking
- Soft blocking
- Pancake
- Reading hitter
- Play ball out of net
- Extension sprawl
- Overhead dig
- Drop to one knee
- Shoulder roll/Barrel roll
- 1 arm dig

## SERVING:

- Consistent toss
- Float serve
- Top-spin serve
- Jump float
- Jump top-spin
- Serving to targets
- Short serve

## ONE-DAY CAMP SCHEDULE

Morning Session:

9-9:10am- Camp Welcome & Staff Introductions

9:15-9:30- Warm-Up Game

9:20-9:30- Serving Variation

9:30-11:00- Skill Stations on 3 Courts, 30 min @ each station, group by position

- Defense/Ball Control Station
- Attacking Station
- Serve Receive Station

11-11:05- Water Break

11:05-11:50- Play 3 vs. 3 or 4 vs. 4 Cooperative, Rotate courts every 10 min.

11:50-12- Cool Down

12-1pm- LUNCH BREAK

1-1:30- Video Session

1:30-1:45- Warm-Up Game

1:45-2- Serving Variation

2-3:30- Skill Stations on 3 Courts, 30 min @ each station, group by position

- Blocking against Attackers
- OH passing/Setting
- Emergency Defense

3:30-4:20- Play 4 vs. 4 Competitive, Rotate courts every 10 min.

4:20-4:30- Cool Down

4:30-5:30- DINNER BREAK

5:30-6- NCAA Video/Olympic Video OR Discussion Sessions

6-8pm- 6 vs. 6 Camp Tournament

## **THREE-DAY CAMP SCHEDULE**

### **DAY ONE**

9-9:10- Camp Welcome & Staff Introductions

9:15-9:30- Warm-Up Game

9:20-9:45- Serving Demo, Practice, Serving Game

9:45-9:55- Butterfly Drill

9:55-10- Water Break

10-11- Skill Stations on 3 Courts, 20 min @ each station, group by position

- Defense/Ball Control Station
- Attacking Station
- Serve Receive Station

11-11:55- Play 3 vs. 3 or 4 vs. 4 Cooperative, Rotate courts every 10 min.

11:55-12- Cool Down & Day Wrap-up

### **DAY TWO**

9-9:10- What did you learn yesterday? What goals do you have for today?

9:15-9:30- Warm-Up Game

9:20-9:30- Serving Variation

9:30-11- Skill Stations on 3 Courts, 30 min @ each station, group by position

- Blocking against Attackers
- OH passing/Setting
- Emergency Defense

11-11:05- Water Break

11:05-11:30- Video Session

11:30-11:55- Doubles Tournament

11:55-12- Cool Down & Day Wrap-up

## DAY THREE

9-9:10- What did you learn yesterday? What goals do you have for today?

9:15-9:30- Warm-Up Game

9:20-9:30- Serving & Serve Receive Variation

9:30-11:50- 6 vs. 6 Camp Tournament

11:50-12- Cool Down & Camp Wrap-Up



# How to Run a Beach Volleyball Clinic

*By John Kessel, USA Volleyball Director of Sport Development*

This article is designed to offer volleyball coaches, sports educators, and sports camp coordinators the resources to operate a successful single day beach volleyball clinic for all ages, kids and adults. This format should fit into a 2-4 hour time frame.

*Before you arrive at the clinic:*

Choose a park or beach where there are plenty of pre-existing nets and courts or room to erect your own net systems (go to [www.parksun.com](http://www.parksun.com) to view a sample outdoor volleyball net systems). Also make sure you have enough outdoor volleyballs to supply your players (do not use indoor balls but specifically designed outdoor balls). No matter how long a clinic, you will also need to provide water in large coolers, cups, and ice. A small first aid kit – bandaids and the like, should also be handy. For longer clinics, you should also provide tents/shelter, using EZ up tents and the like, if man made or natural tree sun shelter does not exist.

For our HP Indoor camps, we prefer to teach this session on Day Three, when they are the sorest, and start early, when the weather is still cool, and less of a chance for thundershowers. Check with the OTC trainer to make sure water and a trainer is available and ready.

The number of nets, courts, and balls depends on how many players arrive for the clinic. To determine the right number of nets and court, simply divide the total number of players by four (one court for every four players). For larger clinics, you can create courts by running a rope long, and anchoring it into the grass over a large X'd two by four. Lines are less important as corners, and the more nets you can get up, the better. Socks in a corner work for lines on grass in a pinch, while you simply drag your feet in the sand if there are no cord lines available. Remember, the Olympic/International/AVP standard court size for doubles is 8x8 meters – for grass or sand.



As for the number of balls, divide the total number of participants by two (one ball for every two players). Bring a hand pump of some sort, like a pocket pump, as no doubt a few of the balls will need air pressure adjustment. Extra needles to deflate overinflated balls is also a good idea.

Remind the players to bring water, sunscreen, a towel, and hat/visor/sunglasses, and again, for longer clinics an umbrella for shade. Additionally, it is a good idea to have a trainer on site or someone who knows first-aid with a first-aid kit close by.

Giveaways, of USA Volleyball and sponsor decals, USAV Temporary Tattoos and even a bag of candy to reward play at the end of the clinic, can also be done.

As the players arrive, loan them sharpies and have the players write their names along their arms in large letters, so you can address them by name or nickname. Recently applied sunscreen can clog the pens, so if you can, get this done before they apply their lotions.

You have plenty of courts, balls, and all the players have arrived - now you are ready to start.

### **Introductions & Why We Are Here:**

Welcome everybody and go through quick introductions. Ask them how many beach coaches they know, and how many people the SGMA say play indoor (11 million) and outdoor volleyball (7 million). So a big part of the clinic is focused on them learning the ideas and skills, so they can coach themselves. It is also important to remind them that it is ok to make mistakes, as they will be doing things they have never done before. Positive errors over negative, but errors are ok.

### **I. Why Play Beach Volleyball?**

- a) Doubles Beach Volleyball provides the best environment for learning the game and refining every skill in the game. Two-on-two results in random, game-like volleyball experiences coupled with an outstanding number of contacts per person. The more your players touch the volleyball, the better they will become. As we like to say, "The game teaches the game."
- b) In Beach Doubles, if I cannot set very well, I am going to become a better setter because the other team will serve my partner forcing me to set every time. This is true for all other volleyball skills as well (hitting, passing, etc.).
- c) Each player must improve and master every skill of the game, as opposed to mastering one skill. Both players on a team must pass, set, attack, serve, block, and dig. This makes us better all-around volleyball players.
- d) For example, Karch Kiraly, Kerri Walsh, Chrissie Zartman, and Misty May were all incredible indoor players because they played doubles beach volleyball early in their volleyball careers.

## II. Basic Beach Volleyball Rules:

Most of the rules are the same as indoor, but there are a few differences. During this part, ask the players if can identify any of these rules differences (Socratic Method of teaching).

- a) No open hand tips. You can, however, strike the ball with the ends of your fingers (Cobra), with your knuckles, or simply use a roll shot (Demonstrate with a ball).
- b) If the ball is set over the net as an attack it must travel perpendicularly to the player's shoulder line. (Demonstrate with a ball).
- c) Players can go under the net as long as they do not interfere with their opponents.
- d) A block counts as a contact, but the second contact can be made by the blocker. The team then would have to put the next ball over.
- e) A hard driven attack may be slightly held by the defending team.
- f) You cannot hand set a serve. You need to reverse pass it, heel hit it (no fingertip action), etc. g) Team switch sides of the court every time the score sums to a multiple of seven (e.g. 4:3, 6:1). Games are rally score to 21, win by two. When to 15 pts, switch on multiples of five.
- g) The court is now 8x8 meters, starting after the Sydney Olympics, when rally was also added.
- h) If the line bounces, the shot was good. Remember to teach them that they get to straighten the lines when needed, lifting them up and snapping them down so they are straight, whenever play moves a line from being straight.

## III. Never Hit Where You Look:

The Russian Scouting report on Jon Stanley in the 1968 Olympics was simple 1. Never hits where he looks. 2. Always hits where you aren't. 3. Unstoppable. Beach players need to develop this same ability

- a) Most indoor players take an angle of approach and hit where they are facing. While this strategy can be effective, it is very predictable. The beach game teaches you to be deceptive and to hit where you are not facing.
- b) There are many different ways to be a deceptive hitter. The two most common ways to hit where you are not facing are cross body and away from body/wrist away. (Demonstrate with a ball).
- c) Also, it is a great idea to practice hitting with your non-dominant hand. This is good practice in case a set is too far outside or if a player is in trouble during a rally and can use his/her non- dominant hand to help get the ball over the net. Do this daily, in warm up and play.



**Warm Up:** now it is time to get out on the court.

If you have enough courts and balls, have your players partner up. If there are not enough balls, form groups of three or four.

\*\*\* Picking Partners: currently, the two best men's and women's beach teams in the US have one taller and one shorter player. The taller player is responsible for blocking while the shorter one is responsible for back court defense. Say, "If you are tall and can block, find a shorter player who can play defense. If you are shorter and can play defense, find a taller player who can block." This is a good way to divide the teams so they will be competitive.

**I. Short - Court:**

- a) Situate each pair such that they are across the net facing each other. The idea of the game is to bump and set to yourself and then roll shot the ball over the net to the partner; partner repeats. Remind them that they can incorporate the cobra and knuckle shots when sending the ball over the net. Have the pairs keep track of how many times the ball crosses over the net consecutively without hitting the ground. (For groups of three, the setter moves under the net to the side with the ball. For groups of four, it is simply a miniature version of two-on-two.)
- b) After some time, stop the groups. Continue to have them play short court, but require the third shot over the net to be hit where they are not facing. Demonstrate cross body and away from body/wrist away shots. Also, play a timed set every warm up period where the players must use their non-dominant hand when attacking the ball over the net.
- c) Please note that with so few coaches, we want the kids to return back to the joy of just PLAYING, not being continually coached. Let them teach themselves after you share these ideas on skill and strategy. Indeed, the best thing is for the coach to also PLAY, just being part of the game, and not coaching. Let the players figure out the calls, make honor calls, and take a break from being coached. Most kids get too much organized training, and not enough time to play and figure things out for themselves. We do not want to have players who, after an error, always turn to look at the team bench. We want them to problem solve on their own, and doubles, on grass or sand, helps this a ton.

**Time for Some Skill Sets and Strategy:**

Call all the groups back to the main court to huddle up for more teaching and demonstrations.

**I. Serve Receive:**

- a) Each player is responsible for half of the court. Who has the middle? The player standing diagonal to the server.
- b) Where do you stand? A good rule of thumb is to stand about 10 feet in from the endline. However, it is always easier to run forward to a serve than backward.
- c) When a player is passing the ball, what does his/her partner do? Run up to towards the net to be a passing target and the set the hitter. This runs starts BEFORE the ball crosses the net, with the

player not getting the serve thinking “It’s not coming to me…” and moving into towards the net before his/her teammate passes. The pass should land within 10 feet of the net, but not too close to the net so the wind cannot overpass the ball, nor tight passes do not impact you, and you control the ball.

Remember, the ball knows angles, and if need be, draw a set of “eyes” at the base of the thumbs on the players, so they can see how these eyes need to “look” at the target, and not the many options that will create a errant pass or forearm pass set.

- d) Make POSITIVE errors first, passing “too far” towards your teammate than away from them, passing the ball up “too far” off the net, rather than too tight, and passing the ball “too high” rather than too low.

## II. **Setting:**

- a) Outdoor hands are allowed a bit more leeway than indoor hands. Therefore, a player can hold the ball slightly longer when setting outdoor.
- b) However, many players, including many of the top professionals, choose to forearm pass set because the wind, sun, and sand make it difficult to produce a consistently clean set. Forearm pass setting is always a good option to hand setting. Teach them to get centered on the descending ball, lined up to pass the ball straight to the hitter, not side/angle pass it as the set.
- c) What does the setter do after setting? He/ She should call out the open spot on the other side of the court and then covers the hitter.
- d) Make POSITIVE errors. Set the ball “too far” off the net, rather than too tight. With wind blowing, setting lower is better, but make sure your teammate is ready for such lower sets, and if not, set higher so they do have time to get there, wind or not.

## III. **Attacking:**

- a) Hitters should take an approach relatively close to the setter, as if hitting a two ball. Outdoor sets are not high or long across the net, but more up and down.
- b) Shooting: most hits are not straight down and hard driven, but rather strategically placed where the defense cannot dig or play the ball. This is called shooting, using a roll shot hitting the ball off the heel/palm as the wrist directs. Shots include: high and deep, short, line, cut, and a tool off the block. Remind the players to mix in shots as part of their offensive repertoire. (Demonstrate on the court the different shots). Remember to not hit when you are facing when shooting.

## IV. **Blocking:**

- a) The block is designed to take away part of the court when the opponent is attacking.
- b) When to block: the blocker must decide when to stay at the net and block or when to drop off the net and play defense with his/her partner. Usually, if the attacker is far away off the net that a hard driven ball down into the court is unlikely, it is a good idea for the blocker to drop and play defense.

- c) Teach the pull off move. One of the two players in each rally needs to stand near the net, and pull off each time the overpass and overset does not happen. This move is done point after point, and needs to be done so someone is there for the easy overpass errors, windy or not.
- d) Hand Signs: the blocker holds his hands behind his/her back and shows the partner her blocking strategy. The blocker's left hand represents the left side of the net, and the blocker's right hand represents the right side of the net. One finger says, "I block line," and two fingers says, "I block angle." A fist says, "I am not blocking, but faking being here, then dropping off to play defense" Some teams have one more signal for "I am reading the pass and blocking this hitters favorite shot only if the pass is very good"

#### IV. **Serving**

- a) Float, Jump Serve: same as indoor. Remember to use the wind to your advantage. Teach them best side, due to wind. Into the wind is best side when the wind flows endline to endline. If there is an across the court wind, from one endline corner "into" the wind to the crosscourt corner impacts the right side player on one side, and the left side passer/hitter on the other side. As each team has a player you are going to serve more than the other, take the side that puts the crosscourt into the wind pressure on that player first.
- b) Strategy: Who are you going to serve? Who is the better attacker, setter, or passer? Are you going to consistently serve one player short or deep?
- c) Sky Ball: unlike indoor, we don't have a ceiling outdoor, so we can use the sky ball serve to our advantage, especially at high noon. The sky ball is effective because the sun gets into the opponent's eyes. The passer can become disoriented and shank the pass, and often will play a ball that is going to land out. Demonstrate on court with a ball; three styles, facing sideways, backward, and forward. Emphasize fast arm swing first, as we want very high serves, which with practice you can make accurate.
- d) Jump Slide Serve – A jump serve that can be done in high wind, as the ball is set low to yourself as you slide laterally along the endline, then turn/torque towards the court to hit hard.

#### VI. **Back Court Defense**

- a) Show the laydown circle of reach – lay a player down and make him the center of a circle like a compass.
- b) Teach the laydown move to get the ball UP, both forward and to the side. Some players do this first without a ball, visualizing to all points of the compass.
- c) Play high odds defense - most players hit cross court. Line up according to your block strategy, be still, and then react to the ball.
- d) Faking - a good defensive player will make back court fakes to confuse the opposing team on his/her defensive strategy. For example, after an opponent sets the ball, a back court defender will fake right and then defend left (or where the block is not covering). However, when the ball is attacked, the back court defender is still and ready to react.

## Playing Games:

At this point, it is best to let the players play for the rest of the time. Be sure to allow at least an hour for game time. Remember, "*The game teaches the game.*"

Back out on the court with their same partners: tell the players to practice the sky ball until the coach announces that it is time to start playing games. Each team will play for a certain number of minutes (three to five usually) and keep score (rally score) and then rotate to the left to the next court, leaving one team in one of the four corners to stay, while the other teams all rotate. If the game is tied at the "rotate courts!" call, they can serve one more ball to determine the winner. Have them remember how many wins they got and then see who has the most at the end of the clinic. The two teams with the highest win totals earn the chance to play a championship game to 11 for a prize, if time permits. Start by asking the group how many won one match, then two, then on up until the top winner is determined. A tie can be a fast tie break game to three points or so.

You can also use the many scoring variations shown in the IMPACT manual. Cooperative scoring is used to promote over the net ball control, seeing how many in a row three hit contacts the two sides working together can get. You can then go to transition scoring, where the two sides cooperate for a few net crossings, then go for a point once the magic number is reached. Most people know this idea from the rally for serve used in table tennis where the object is to spell P-I-N-G then go for the kill.

One fun one is called Shoots and Ladders. You start at 17 or so, and when a team gets to 24, if the opposing team gets that next point, the team with 24 slides down the shoot back to 17. You can also get a ladder point for a skill or shot you have been focusing on, getting 3 points or more for scoring with that tactic/skill. Wash scoring works fine, with a team sitting out throwing in the second ball. The players have to coach themselves in the beach game, there are no coaches there to call timeouts, fix strategies or solve the problems. So teach the players to teach themselves.

For more ideas, contact John Kessel, USA Volleyball Director of Membership Development, at [john.kessel@usav.org](mailto:john.kessel@usav.org), or go to [www.usavolleyball.org](http://www.usavolleyball.org)

# HOW TO RUN A PARALYMPIC VOLLEYBALL DAY CLINIC

Introduction: To run a Paralympic volleyball camp or clinic there are two resources that you must have in your possession before you begin. Show both resources to the entire group and explain what they should be looking at or watching for.

1. Print out a full size Sitting Skills Poster from the USA Volleyball Grassroots Poster page.



2. Pull up our USA Volleyball instructional Paralympic videos that can be found [HERE](#) on a TV monitor so all can see

Net Set Up: The net height is set at 1.05m for women and 1.15m for men. You can play over a lowered volleyball net, badminton net, tape, ribbon, P&G SportKit net-band, etc.

Rule Differences: Once you have shown the all skills poster and the movement video, explain the 4 rule differences compared to able-body volleyball.

1. Court dimensions 10m X 6m
2. You can block the serve
3. One cheek must be in contact with the ground when the ball is played
4. Your legs may go over the serving line and the center line

Serving Practice: Split the group in half and have them sit on their respective end-lines. Explain the technique for overhand and torque serving styles. If you need further assistance with instruction, feel free to watch the instructional video clips that are found in the Resources section of this manual. Have the athletes serve back and forth for 5-10 minutes until they feel comfortable with either the overhand or torque serve.

**Movement Practice:** Have the athletes spread out on their respective side of the court. Explain the technique used to move around the court. Then, instruct movement by pointing to a direction that the athletes must move. Practice moving all different directions and increasing speed as they start to feel more comfortable with it.

**Play:** Assuming your athletes have some idea of how to play the skills in volleyball, simply, let them play. The longer they play, the better they will get and HAVE FUN doing so. They also may develop an appreciation for Paralympians and how hard the game is to play.

**Conclusion:** Let the group know that we would love it if they could be USA Sitting Volleyball's eyes and ears. If there is someone they know or encounter that is a paraplegic, share what they now know about sitting volleyball and how much fun it is! Feel free to share the following contact information for future prospects for the USA Sitting Volleyball National Program:

Bill Hamiter, High Performance Director, Sitting Program  
Head Coach Women's National Sitting Team  
100 N. University Drive, Box 99, Edmond, OK 73034  
Phone: 405-974-3138 Email: [bill.hamiter@usav.org](mailto:bill.hamiter@usav.org)

Additionally, if you or someone you know is hearing-impaired and would love to play volleyball and need additional information, please contact:

Patrick O'brien  
PO Box 2193, Bowie, MD, 20718  
Email: [pobrien@usadeafsports.org](mailto:pobrien@usadeafsports.org)



# **INSTRUCTIONAL DRILL & SKILL VIDEOS-** If you are viewing this document on the web,

you may click on the links below. If not, the videos can be found at:

<http://www.teamusa.org/USA-Volleyball/Video?channel=AxaDRnazoIZ1U8fo-4cLMzn4EDvtFICe>

## **Drills**

[Loser Becomes the Net](#)

[Dig and Set to Self Pepper](#)

[Two Balls Revivable](#)

[Speedball](#)

[Setting Triangle](#)

[Serve and Sprint](#)

[Pass, Set, Hit](#)

[Narrow Court Doubles](#)

[Monarch of the Court](#)

[Hit Over Net](#)

[Game-like Wall Practice](#)

[Butterfly Drill](#)

[4-on-4 Deep Court](#)

[4-on-4 Cooperative](#)

[3-on-3 Cooperative](#)

## **Skills**

[Middle Hitting](#)

[Torque Serve](#)

[Slide-Jump Serve](#)

[Setting](#)

[Right Side Hitting](#)

[Pancake](#)

[Overhead Passing](#)

[Overhand Serving](#)

[Forearm Passing](#)

[Digging](#)

[Blocking](#)

## **Other Resources:**

[K-12 Lesson Plans](#)

[Youth Coloring Book](#)

[Paralympic Skill/Drill](#)

[Videos](#)

# From Positive to Perfection

**By John Kessel, USA Volleyball Director of Sport Development**

There is a new principle which I would ask all coaches and players to incorporate in their training, something that goes against the traditional way of training as well as the easier options currently being done. After almost 40 years of coaching, I have seen the very beneficial and successful impact of focusing on this concept at every age – from youth to Olympic team. The title says it all – to first teach positive errors on the path to perfection, in every training.

This change in culture will likely take time, as the options are more game like and thus more difficult than the non-game like traditions currently being used, but changing can make for significant and rapid improvement, especially at the younger levels. The concept here is to teach our kids to make mistakes that are better than those traditionally being developed. The intent is give developing players a margin of error, rather than a small point of perfection. A grey area over the bright light of the perfect contact, a space/area/side/flight or whatever that is OK, rather than the black holes of similar but far more rally ending contacts. Give them room to err as they learn perfection. Let me share with you the most common examples:

## **Spiking**

The *Tradition* is let kids do wall spiking. Coaches speak of how it is done to develop wrist snap, and more. So if you become the Olympic gold medalist in wall spiking – what do you see happen when you as a world class wall spikers hit over a net? Yep, you are conditioned to hit into the net, into the block, heck, even under the net, with the habits you have formed.

The *New Tradition* – Put up a “net” on the wall at both men’s and women’s heights and teach the new tradition of playing games against the wall over that stripe. We used colored duct tape, giving each court and side a new color for the colorfulness of it. Set to yourself then hit against the wall over the tape, and repeat. Play one on one cooperatively to see how many dig to self, set to self, hit over the line three contacts you can make happen with a teammate.

Why positive over negative? - You want your players to hit the ball over the net, and make the opponents think and your teammates in practice learn - “In or out?” You want to give yourself a chance to hit off the blockers hands and out of bounds. When you hit over the net, you get tape shots that clear the net, and teach teammates that vital read and react skill. When you hit into the net, none of these important things can happen. Hitting into the net is a very negative error, hitting over the net and out is positive and should be taught from the start.

## **Passing**

The *Tradition* is to pair up and partner pass. So if you become the Olympic Gold medalists at partner passing – what do you see happen when these world class partner passers actually serve receive? Ask any beginning coach, for they know as they see the first hit going back to where it came from, while they plead “Three hits, three hits, pass it to the setter....” Ask any setter, for they know when they see the ball being served to zones four and five that they must move from their setter target slot, forward, as the passers don’t pass over to them, but instead pass straight ahead. This bad habit is further promoted by wall passing, which is simply a disguised form of partner passing. Once again, I want to get even better than my Olympic Gold medal pair



passing partner, I will go train by myself to get better (a good thing!), and pass thousands of balls against the wall. I now am the world's best at putting the ball straight back to where it came from.

*The New Tradition* – From the start, the athletes need to see the ball coming from OVER the net. That said, you can err by passing off target but towards your teammates or you can pass away from the setter and away from your teammates. The good mistake is to err towards your other five friends, and not err by passing to the other court or fans.

The second positive error you want to make in passing is to pass UP first. The target is always the setter spot, but if you err up, the setter can run and still get to the ball, or another teammate can play it, even if your error is well off the setter target spot. Err low, and everyone whirls as the worm burning shot flies by below their knees, and someone says “Nice try...” This goes hand in glove with where the setter target should be, which is suggested to be 2 meters off the net, perhaps three meters for true beginners. This way you can err with your pass by two meters and the ball is still on your side and playable.

### **Serving**

*The Tradition* - Like spiking, tradition sees focus on the negative error when you serve into the net. The other team could be wax statues on the court and they will get the point. We must learn to serve every error over the net, and at least get a chance to knock over a wax statue player, and get a point. Serve into the net, everyone knows it failed to clear; serve long and there are officials and line judges who have called a ball in, even when it was slightly out. In training, when you serve out, your teammates learn – In? Out? – an important decision and read. When you serve out long, your opponents will sometimes still pass the ball, and your error is no longer an error. Playing in the wind, I have never seen a ball blow up and over the net from being served too low. I have however seen the wind blow the ball back into the court, an ace virtually every time.

*The New Tradition* - In addition to serving over and not into the net, have your players RUN into the court to their designated backrow defense court position after every serve. That is what you want them to do in the game, so why not do the same in practice....

### **Setting**

*The Tradition* - I remember learning to back set, standing in a straight line, and finally successfully sending the ball back over my head to my partner directly behind me. Should you become the Olympic Gold medalist at back setting in a line, when I get into the game, I will face where the ball comes from, out in the court beyond the 3 meter line most often, then fire up the habit my coach taught me, and launch the ball over the net behind me. The tradition is for the setter to stand right at the net, hand up, waving the famous “right here” motion. As noted in passing above, if you stand this close, you then have half of your almost perfect passes – one meter off target is all – to the setter, flying over the net to the opponents. Tradition also has us setting the ball right next to the net, and setting the ball high to first teach hitters how to hit.

*The New Traditions* - Start setting your very first sets on angles, while standing further away from the net, and setting at the 3 meter line. Young players might consider doing this whole triangle of pass off the setter's toss-set off the net-hit over the net to occur even further off the net, say starting six meters back. As the players improve, or as good players warm up, you move your sets to be closer to the net, but never any closer than a meter off the net – as we must give the hitter room to swing through, to safely land off the centerline ankle spraining area (as we learn how to jump, read the set and adjust to the variances), and so that the hitter does not have a wall of hands inches away from their contact point, but instead has lots of space and angles to move past the block to the right, left or even over the block. For younger players, the

NET is a huge block to clear, when they are set too near. Teaching in this new way, the back set first should be set to the 3 meter line and as their skills develop, they can put the ball two meters off the net, then finally one meter off the net, but never over the net as their shoulders might want the ball to go.

The three positive vs. negative concepts for

setting are: Better too high than too low (time to

adjust)

Better too far off the net, than too tight to the net (room to swing and safer)

Better too far inside the court, rather than outside the antenna (you still have the whole court to hit and land safer)

## Digging

The *Tradition* is to partner pepper, as coaches go on and on how it “teaches ball control and warms up their arms...” So....back to the Olympic Gold Medal standard – two of your players practice it so much and for so long they become the world’s best at partner pepper, and what do you have? You have two players who are the world’s best at digging a spiked ball straight back to where it came from... the best at hitting down (as in into the net), and directly at a player (rather than at spaces and away from a vertical target)...two players who, the better they get at pepper, the less they have to move (where great diggers can move more and more on the court), and much more. For the purposes of this article, the first two negative errors are the biggest concern. For when a player is taught to dig a ball coming in at no more than 2/3<sup>rd</sup> full speed, and to dig it back to the attacker, you can imagine where the ball is likely to go when an opponent is hitting a full game speed. As a lefty, I wish I had a dollar for every ball I spiked cross court from zone two, and watched it fly back over my head, while watching the setter spinning his wheels trying to cross the entire court and hearing that setter yelling “Help! Help!” as the ball was dug straight back to their zone four. It looks ok when a hit comes from zone four cross court to be dug straight back to their zone two, so the setter has a chance, but it is still a hidden negative error.

The *New Traditions* - Teach your players from the very beginning to make the positive error first and always if they err, by digging the ball up to themselves. Now when someone hits at game speed, the ball simply goes up higher on their side of the net. No low worm burners fly by. Indeed, it is better to dig a ball too high, rather than too low, so on slow balls, we teach adding to these slower flying volleyballs by popping the ball up high, giving one’s teammates time to get to the ball. At the same time you want to learn to dig the ball towards a target on your side, but never over the net. So alternating pepper, where the hitter moves forward to be the setter /target half way between where they hit from and the ball is being dug, is a good option. So is three person pepper, where the players weave and move, create positive habits of digging the ball up half way in front of them or to one or the other side to their 3<sup>rd</sup> partner who is the setter at that moment, and never back to the hitter,

## Blocking

The *Tradition* is to block standing on a platform, or block a coach who is on a hitting box, or “shadow” block. Let’s imagine you and I become the world’s best shadow blockers. What are we learning to do? To jump at the same time as the hitter, to not penetrate over the net, to block the ball, and to block in front of the hitter. So when we get in the game, we jump too early, (for the ball takes time to go from the hitter to our spot at the net, and the further back they hit from the later we must jump), we touch the net (as there is no

one stopping our pressing but ourselves now), we don't know how to penetrate over the net, we watch the ball for timing (as it is the only thing moving), and we fail to take the favorite shot of every hitter around the world – the cross court hammer.

The *New Traditions* – Simply block live hitters, learning to watch the intelligent thing, the hitter, and not the air filled empty volleyball. The negative error is to net, or get tooled, the positive error is to not block a hitter who you think does not deserve a block (or where the set is not good enough for an aggressive attack to be mounted), or have your block be late, so you deflect the ball up, or to have to dig a ball since it was not blocked. Blockers must learn to watch the attacker as early as possible, preferably while they are starting or just into their approach. The only way to time a hitter is to practice blocking live hitters, hitting from all over the court.

## **Other Skills**

Now, there are coaching negative errors as well - Disgust when they hit the back wall or out long, disappointment when the ball is passed off the net or set well of the net, frustration with “for gosh sake just hit it in!” statements when the players are being aggressive as they learn mastery and hitting the ball, are errors that bring a team to the negative side of the game. You must show consistency in practice and game reaction – you have to focus on mastery – not the performance, and praise the effort and learning along the way, despite the outcome.

I give a player a Wendy's Frosty for anytime a ball below a player's waist is dug up “too high” and hit the ceiling. We still get to play it of course, reading the rafter bounce and chasing it down. The point is, digging up too high is what we want all players to do in stress, so their teammates have time to get to the ball instead of watching it fly by and say, “gosh, good effort...” I have hung black sheets over the net not for the fun game of “blind” volleyball, but to make my point that, when you are lost in space, whirling and confused on the court and but having to send the third contact over the net, make the good mistake and hit into the light. That is the space from 7-8 feet off the floor (i.e. the top of the net) to the ceiling...and it is NOT the “black hole” from the top of the net down to the floor. When you are confused, hit the ball into the light above the black hole, as it is 2-5 times bigger of a space than from the net down. Even if you hit out, you make them think, but you never will win if you hit lots of balls into the black hole.

Another reason for these positive errors to be the training focus at practice is that the players will practice at home alone or with a friend. They will get tens of thousands of contacts against a wall or back and forth to a partner. From this common “bad miss” promoting training, when they walk into the gym, and we have a net and four or more players, it is time to work on the game like perfection we seek, while making everything a good miss, should we err.

## **ACL Saver**

If I still have you this far into this article, I have one final tradition changing request to make. That is to help teach the players to use their non-dominant hand to attack, each and every practice, even if only for 1-2 minutes a training. Why? To save kids' ACLs, their anterior cruciate ligaments.

The most common knee injury to right handed players is to their left knee. This occurs when a player who only knows how to use their right hand in spiking, jumps to hit balls in games and drills from the number four “outside hitter” position, the most common attack in volleyball. When a player misjudges the ball, and the setter makes the negative error of setting past the antenna, the hitter will lean over to their left to get into a position in the air

to hit the ball with their right hand. They then land, and “bam” in one error, their left knee cannot take the stress of landing off balance and they pop their ACL. I hope you take time to develop each player’s non-dominant hand, not necessarily to powerfully attack the ball, but at least to be able to cut a ball outside their body to the other side of their body, the shot they will need to use to save a ball past the antenna, into the opponent’s court, without hitting the antenna. This same non-dominant hand need exists for lefties too, just from zone two, which would be cut across their body to zone two on the other side.

It is interesting to me, that when I work with other sport programs, the expectation is clear that the athletes should be able to use both their right and left hands. In basketball, you must know how to dribble and even shoot with both hands; in soccer you must know how to do the same with both feet. In lacrosse, if you only can shoot right, you will never be any good. Yet in volleyball, we expect the player to hit the ball with their dominant hand no matter how off balance that might make the player.

Please help teach your players how to use their non-dominant hand in play. Play short court warm ups and only allow non-dominant serves and attacks. Point out when they are getting near too far of a lean to their opposite side, and how they can use their other arm to stay more balanced in landing. It only takes one error in judgment to get injured in any sport – and for our game, we need to give them more tools to deal with the random, chaotic, angle changing, variable ball flights and speeds that come from rebounding the ball in such a crowded court space.

In many ways, this comes down to a form of “risk management” which is what Hugh McCutcheon used so well to propel the USA Olympic men to a gold medal in Beijing. Rather than rip every serve, if you don’t toss it perfectly to yourself, get it over and in, rather than erring – just take a little bit off it and keep it in play. If you toss it well, go for it. The USA men passing target is 2 meters OFF the net, and their digging target is the center of the court, 4.5 meters OFF the net. Positive errors first and always win medals!

Perception, anticipation and reading – the elements of being a savvy game player, can be taught through play. All the research notes that it is best to teach the whole, rather than the part/progressions, as the game teaches the game. Decision making and learning to win – it comes best through game play – small team size to full six vs. six, but always game play with the decisions of “what is best here” being made each time. Unstructured play helps problem solve new situations as well – thus your players never want monarch of the court games to end – and the wise coach helps create fun and varied scoring games to strengthen that passion to play. It really is simple, a volleyball player plays; if you want your athletes to become great volleyball players, play the game.

# Contacts Per Hour

*By John Kessel, USA Volleyball Director of Sport Development*

One of the four banners I travel with for clinics no matter where in the world I go, is a banner with the title of this blog. It is a way to summarize the motor learning principle of increasing opportunities to respond. As we learn by doing, not watching, one of the core ways to get better faster than your opponents is to train in gamelike ways which also increase the number of touches each of your players are getting in that precious deliberate practice time. I am always amazed at how coaches somehow fail to maximize this principle, so a few thoughts on how to do such are what I am going to share...

## **Teams of Three**

Every time we trained in FIVB or CAP clinics, I arrive in the gym and look for ways to get my yellow rope up down the middle of the normal training court. We use referee stands, basketball backboard raising cables, and anything we can make happen, so that the team can do its warm ups and up to half the practice on the shorter, but “double net” single court available. Now if you are our USA National team at the Anaheim Sport Center, you have some 18 guys training each morning, and some 20 full courts available. So they do not put a rope down the middle to get to small team competition courts, having so many to choose from. Then they too play 2v2 and 3v3 games for more than a little of practice, perhaps upwards of a third of practice even, they compete 3v3. Why? You are doubling or more your contacts per hour in a gamelike way.

## **Running**

This one both saves time and wastes time. For teams that have players who sprint in to each roundup call of the coach, those that run, save time compared to those who walk in. You get a lil’ conditioning sprint too, and depending on the amount of time you call your players in to talk, you save time and get in shape all in one gym tradition of value – sprinting into the coach. The other place that bears mention that is worth running, is AFTER you serve, even in 1 min (or God forbid, 10 minutes long) serving sessions. The powerful tradition is to serve and watch, rather than what you do in every game you play, serve and sprint to your defensive spot. Get your players to serve and sprint, and skip the running of lines, as noted below.

The wastes of time with running come from three other general traditions which are quite vast in their application.

**1. Running the mile in under X minutes** – This tradition just has no value in developing volleyball players. As I have said before, conditioning is homework, not something to do with the team when you could be playing over a net. That you might be in shape enough to run a mile or more fast does not significantly make you a better volleyball player. It does not help you jump better either, that comes from jumping, not running. Specificity in training cannot be ignored, but many do. If running a mile really mattered to being a good volleyball player, runners like Alberto Salazar would have been on the Olympic volleyball team for sure. Indeed, you can watch an adult match where in great shape 20 year olds take on out of shape skilled 40 year olds, and just about every time, the experienced, better reading, hardly jumping old players whump the

youngsters. In our game on the skill to fitness scale, skill is more important than fitness at virtually every level of the sport.

**2. Running lines** – Another old tradition that wastes contacting the volleyball time. Especially when it is done as a punishment for losing in any form. At this developmental level, you are sending the clear message that getting in shape is a punishment, rather than a desired training objective. They don't need to get better at running; they need to get better at volleyball.

**3. Running for "warm up"** – For years, teaching the way I was taught, I would have my players jog for several minutes, then sit and stretch, sometimes up to 20 minutes or more each session while the net sat there, "ignored." While getting the body temperature up is important, the best way to do this is to play small sided, short court games over the net. This vastly increasing your contacts per hour while teaching your players the ball control and reading that so many athletes do not have NEAR the net. Play 1 vs. 1 competitively, and in five minutes you are plenty warmed up. Again, they know how to run; they don't know how to play volleyball as well. The team can talk, chat and bond, as they work on setting new ball control records by scoring "cooperatively." Then, having seen how many three contacts/net crossing combinations they can do in a row, they can even go to competitive scoring.

I think the urge to teach running rather than volleyball also comes from being frustrated as a teacher, in not seeing the level of play expected and desired, and, rather than continue teaching or creating new ways to get the reading and ideas across you expect, coaches stop teaching and tell players to run. What a waste of contact learning time...

### **Losers Watch**

This is another too common error that coaches make, by having losers watch the winners. Now, growing up, I would put my name on the paper list put on the beach court 12x12 post, and watch. Then when my name finally came up, I would challenge, and lose like 2-11, as the games were short but still sideout scored and they wanted turn over. Then I would sit down and watch, learning the lesson that "Winners Stay on" and not the tradition so many coaches err with of, losers run/sprint/do push-ups, etc. In my case however there was no other place to play. What we see happen too often in grassroots and school trainings, is that the losers, who could be playing the other losers or someone else, or even taking their losing team and splitting them into two and play on the other court or half court, rather than watch. This means you double the amount of learning. Sure there are a few times to watch and cheer the "championship" match, but the key thing is that you do not waste a chance to increase your contacts per hour rate.

### **Coaches Tossing**

They lose the chance to read, and the players may get good at reading the variances of the toss of each individual coach, but such a "skill" has ZERO value to their ability to read. Indeed, as a young coach, coaching the way I was coached, I recall how I would stand at the net and fling balls for players to run down and pursue, heaving them underhanded from corner to corner as the players weaved and flopped around pursuing the balls I was tossing.

## Coaches Hitting

There have to be some coach initiated drills, but there is a HUGE, and I mean HUGE loss of learning going by the coach being the one who gets good at putting the third ball over, not the players. Not to mention the fact that by the end of the practice, the coach often has amassed many hundreds of contacts, by starting every round of a drill, while the players have 1/10<sup>th</sup> the total number of contacts on an average. It is important to understand that, as a teacher first, you can't teach the essential "game between contacts" when you are hitting the ball. You have to focus on your toss/hit and can't see the things happening before you make contact. You simply can't teach well if you are a hitting/tossing machine.

Let me say this again – when you hit to a player, who digs/passes it to the setter and then the ball is attacked, you - the COACH - is getting to be good at hitting the "third" ball over. Who needs to be great at this all important 3<sup>rd</sup> ball over contact? The PLAYERS, not you ever. They need your wisdom and guidance into being crafty, slimy, un-readable, creative third-contact-over-the-net-to-zones-one-and-two players. You will NEVER hit a third ball over in a match, you will sit and watch them do it, so increase their numbers of contacts by entering, from all over the outside, and even running inside, of the court the SECOND contact and let them get great at the third one. Throw it low and get them to forearm pass mean balls to the "gold medal" court areas we know as one and two. Throw it higher and have them overhead shoot pass mean balls to the same court area (not areas three, four, five or six, those are much easier for the setter and all sorts of other not-good-for-the-team things happen). Throw it even higher and teach them to effectively standing spike a nice accurate shot to the gold zone. Throw it even higher still and teach them to jump and spike hard into the court. The tradition we MUST change here is that the players need to get these contacts per hour, rather than the coaching staff.

## Too Much "Explaining"

As the coaches' coach, I would present a drill example or skill to acquire in camp, then watch and see how long it took until the last court was contacting volleyballs. Some new coaches would take 3-5 times longer re-explaining the game to play, than our demonstration took for the whole camp. Remember --- I hear and I forget, I see and I remember, I DO and I understand. Let them show you what they think they saw, and correct/explain things one on one, as the game continues. Say the same thing to four different groups of three, rather than stop everyone and explain things to all. It's about time on task, not about time listening to you. Remember also – The more you know, the more you try to tell them, the more you confuse them. Help them through questions in guided discovery as they play, rather than traditionally telling them the answers.

## Use Stations More

The concept of creating "stations" so that your groups can train in smaller sizes – especially when teaching 40 kids on one court as PE teachers may be faced with – is an important way to get more contacts, rather than standing around watching. Remember, these contacts per hour need to be gamelike, and thus contacts one and three really need to be moving over the net as often as possible. So a station of passing/setting/spiking a ball repetitively against the wall, while traditional, is a pretty non-gamelike read. While the read is not too gamelike, if you do create "wall" stations, remember to teach positive errors first, not the negative ones traditional wall passing develops. So "serve" the ball at the wall over the 7'4 ¼ " net line, then "serve receive" the first contact ball UP to yourself, then set yourself, then spike the third contact over the net line, not at the

floor as in “under the net.” These are reaction habits we want to make be positive in the reaction, not the traditional negative ones so many teach still.

### **Enter the Ball Faster**

This is what wash scoring has done to traditional scrimmaging, giving 20-25 percent more contacts per hour over a regular scrimmage. There are just so many other areas in training we can get better at getting the ball back to flying over the court(s). In the great game of “monarch of the court” the tradition is for the challenging team to watch and wait for the winning team to run under the net, or get ready on the other side. NO! If you are playing double or triples games, have the next server simply yell out loud “ONE ONE THOUSAND TWO....then serve, even if the other team is not ready. They will learn to hustle faster under and get ready in short order. If you are playing four person games, the server can serve immediately after the ball goes dead, so that the setter nearest the net of the new monarch of the court, has to turn, watch/read the server while backpedalling to where the ball goes and while their teammates are still coming under the net. The intensity of the game will go up about 50 percent and the number of contacts per hour...gosh, it shoots up too. Divide the court in two as noted at the start, and you can have four teams playing on the two courts, with the losers in of the monarch side running to the other court, and vice versa. Gosh, running with a purpose and to increase contacts per hour, not just for the sake of running, what a concept...lol.

The game of Speed Ball, where there is not running under the net, just the losing side waiting serving over the same side losing team leaving the court, essentially keeps the ball in the air the entire time. You can do that with Monarch of the court, once the players really start hustling, but it is automatic in Speed Ball.



## My Favorite Coach

- John Kessel, USA Volleyball Director of Sport Development

He knows that kids don't care how much he knows about this sport, until they know how much he cares about them.

She understands that it is even when a paycheck is included, that it is more than just winning games that she is doing with her players, and focuses on team building through off court activities.

He builds players who look inside themselves for the answers, not to him for the answers, always teaching us how to best teach ourselves.

She knows how to balance fun - smiles and humor abound in training, competition and team travel - with focused competitive fury.

He stays calm through every storm of competition, so the players can play through every challenge.

She is consistent, so the players can rely on who she is, never having to worry about "which coach" they might be talking to.

He understands the science of the game, - the laws of teaching and motor skill learning included - taking advantage of what other research and teachers have learned and shared.

She uses substitutes as tools for the team, not punishment of a player.

He can use Catsup bottles, salt & pepper shakers and even cutlery to create a new line up that will work.

She looks good wearing 25 hats and a smile.

She knows my favorite candy bar, uniform number, food, color, music, book and of course, my birthday.

He only gives us players powerful nicknames, never demeaning us. She is a great role model, not a critic.

He teaches life's lessons more often than sport techniques.

She lets us play....A LOT, and teaches us technique awareness and fundamentals within the fun of the game.

He empathizes and listens better and sees more and talks less, even though he could talk a lot as he is so knowledgeable.

She catches me doing things right, rather than nagging me about the inevitable errors. He surprises us with wacky games and scoring variations, and off the wall ways of saying or training things that otherwise might be boring.



# My Favorite Player

*- John Kessel, USA Volleyball Director of Sport Development*

After thirty plus years of coaching in this great sport, I think it is time to tell you who my favorite player is. Every coach has one you see, and I am no different.

The player I am talking about I have never measured in height, but I know this player has the biggest heart of the team, and always plays up to a special stature.

She is the one who cares about her teammates, on and off the court. The one who came up with the idea of enlarging her sick teammate's face to life size, putting it on a stick and making sure it is in every picture taken, team or otherwise, when we went on an away trip.

He is the one who understands the words, Citius, Altius, Fortius, and who I saw with my own eyes, or knew from the changes, was every day was doing something to make himself better as a player, and a person.

She is the one who goes to the farthest corner of the gym to get that one errant volleyball hiding from others in plain view, always running to retrieve it, and always doing so without being asked.

He is the one who is there 5 minutes before practice is to start, and the last one to leave the gym.

She is the one who is a balance of humor and fun, coupled with intensity and full effort.

He is the one who is nice. He understands the proverb of winning and losing are temporary, while friendships last forever.

She is the one who could not get the ball over the net for weeks when first learning to serve, who gave the roundhouse serve a go, and in the end, served 5 straight points including two aces for the championships.

He is the one who broke a team rule, and accepted the punishment without a word of complaint, and without blaming others, and who never broke that team rule again.

She is the one who when she got injured by an opponent under the net, ended up making good friends with that player. She still came to practice and helped while healing, learning the coaching side of things, and helping out the team.

He is the one who shanked the serve reception near the end of the game, but who did not turn to look at me for answers, instead refocusing and passing the last tough serves perfectly.

She is the one who brings up the team spirit, in voice, attitude, humor and support. Who goes for every ball, and gives full effort in every drill and game.

He is the one who owns the record “wall ball” mark, for the highest on the wall spiking error in the team’s history, some 35 bricks high, and we still smile about it.

She is the one who uses words better than I can, sharing with me great inspirational quotes, giving his teammates empowering nicknames like “Terminator” and “Crush;” contributing a great "cue word" for teaching a skill to her teammates.

He is the one who sits out without tantrum or torment, being a team player on and off the bench, letting the coach play others as determined by the coach’s plans and totally supporting and encouraging those starting, if it was his turn to sit.

She is the one who asks me...."Coach, how can I get better at \_\_\_\_\_?," and who doesn’t ask what he is doing wrong, but asks, “Coach, what do I need to do right this next time?”

When asked what it takes to win an NFL Super Bowl, over 90% of the General Managers said one word – “talent.” Not every coach gets talent in the door every season, but I hope you each get a chance to have a favorite player every year. These players have taught me a lot about what matters in the game, beyond winning, and what matters in the heart of an athlete. Remember, it is not an “athleteo” or an “athletea” – as sport does not know gender when a real athlete steps on the field of play, no matter if the surface, is snow, grass, concrete, wood or even sand. Help them come to just play and enjoy



# Never be a Child's Last Coach

**- John Kessel, USA Volleyball Director of Sport Development**

Last week at the LTAD Conference in Canada, I found it most intriguing that of the many ideas I shared, the one that resonated the strongest was the title of this blog. After my keynote speech, just about every following speaker noted it in some fashion, tying it into their own presentation. So I thought I would dig a bit deeper into why I came up with that measure of coaching success.

I simply think one of the ways coaches need to evaluate each season is in seeing how many kids play that sport again in the following season. It is a key role of the coach to be a relationship counselor between each player and their love of the game. These athletes have chosen a very random sport, and one where every match played always has a loser on the scoreboard. So, along the way of the season you are being a sport's coach, you need to be aware of how your teaching, line up selections, and both on and off the court actions and decisions, are impacting your athletes love of that very sport. Ask yourself- "How many of the kids YOU have coached are still involved in volleyball, how many have quit the sport?"

One of the reasons we MUST focus on this love of the game with younger players -- through the process and effort and fun parts of the game -- is because of future coaches. If you give a player a real love of the sport, not only will you not be that player's last coach, but you will have given them the passion to play past the poor coaches and adults they might encounter after they leave your tutelage. I have no doubt that your players, as my kids have, will run into coaches who demean them, punish them, and put them down for reasons of their own coaching incompetence. If you have given them a true passion for the joy of playing, such adults cannot stop them from returning to play.

While the conference was going on, reports would be shared of how the Canadian men's team was progressing in the FIVB Jr. World Beach Volleyball Championship. They ended up winning the gold medal, a first for their nation. What they did not know is that two USA players on the women's side were doing the same thing. One was a player I had the fortune to coach and guide when she was just 14 years old. Tara Roenicke's mom wrote back in 2004 when we were selecting players for the HP Beach Volleyball Camp I was directing that *"She would definitely benefit! Gotta have good coaching to get where you need to be. We all understand that! She just wants a shot at beginning her dream! She works hard and is extremely focused on what she wants!"* That is an understatement. Tara went on gain her AAA beach rating (one of the youngest ever) against adults, and while still playing indoors, her love of playing volleyball was as clear as she also grew taller and stronger. Earlier this month, this passion culminated in her winning the gold medal in Turkey at worlds, with another great role model for our sport, Summer Ross.

Tied into this concept is making sure your athletes understand this Chinese proverb -- *"Winning and losing are temporary, friendships last forever."* Some of you may have seen our silver medal winning coach from Beijing, Lang Ping, back in 1984 when she defeated our USA women in the gold medal match. What many may not know is that just a few months later, she was living in my home in Albuquerque, N.M, learning English and sharing volleyball ideas. She spoke those very words of the proverb at the opening ceremonies of our 1987 Jr. Olympic Volleyball National Championships...and then 20 years later was coaching in her home nation, against

her old team, and leading our USA team to another silver medal. Since then, I have made extra efforts to help the teams I work with bring that proverb to life, and to meet our opponents, getting to know those who share our same love of the game, but just happen to be on the other side of the net when you play. Get to know them off the court, you are likely to make some great friends for life.

Rick Reilly, who lives up north of us in Denver, has been voted National Sportswriter of the year, and wrote a related article on giving back to the sport called “For the Love of the Game” [which can be read here](#). Remember, we will be asking for players’ and coaches’ signatures and words of wisdom on at least one used volleyball at the end of the season each year, so that others not as fortunate as your program can benefit. The “Leave a Ball Behind” program ([CLICK HERE to learn more about this program](#)) is growing larger each year, and we thank you for your help in sharing the love of sport in this way too.

Finally, I think a club should take a long look at their own success by seeing how many of their coaches return to coach the sport again – even if they do not return to their own program. With good coaching education, you can take the core concepts and philosophy, and have success in other sports too. I have coached ice hockey and lacrosse since the mid-1970s and loved seeing all the jr high aged boys and girls move en masse up to their next year’s coaches. I also take a lot of pride in seeing so many of the kids I have coached, returning to coach our sport after they finish with their university education. Those former players make me so proud to have worked with them, for they are giving back to our sport in the most valuable of ways.

Our “enemy” is never another sport, for what counts is that our youth are being active in whatever sport(s) they love. What we need to fight with and for are those who are not active, and those whose coaching “skills” drive players out of sport. It is not any other sport... We must remember the research that notes that 75% of kids quit a sport because it is simply no longer fun. That is one very, very large percentage to be aware of – while also noting that “not winning enough” was ranked down at about the 10<sup>th</sup> reason they quit. Number two? The coach was a poor teacher....I hope you all do your best, in learning how to be the best teacher you can be, and never end up being a child’s last coach.

My son is on a recruiting trip to a men’s Division One volleyball program this weekend, after being his high school varsity lacrosse and tennis captain, as well as becoming a pretty darn good skier and flyfisherman. He is also coaching at a local high school this fall, for that which you teach you learn. Most rewarding of all, is that he and his sister both love to play volleyball, and will be playing it next year no doubt....and skiing with me when fresh powder falls and our schedules allow. Give your players a love of sport and physical activity – even if it is not our lifetime sport. While you are at it tho, do me one favor – make sure your players ALL know that after their school careers end, that they can play for decades more in USAV adult competition and the US Open, where we have 75 & over age group competition. Too many kids are not aware of how volleyball remains an option – coed, beach, grass, masters, and beyond...remind them as they continue on and ensure you are not their last coach...We all thank you.

# Player Info Sheet- FRONT

This is a "Get to know Your Campers" information sheet Give this sheet (front & back) to all of the campers before the first session starts and collect them. Read them after the first day so that you know something unique about each camper and can develop a greater relationship with everyone. [CLICK HERE](#) to get the actual Player Information Gathering Form.



USAVolleyball  
usavolleyball.org

Name

What is your favorite childhood memory?

Favorite Candy?

What makes a season a success?

What are you specific goals for the season?

Your favorite number?

List 3 things you dislike:

List 3 things you like about volleyball.

Favorite color and food?

Describe yourself in 15 words or less.

A Happy memory? Why?

One person you admire? Why?

Favorite music group?

What other sports do you play?

Favorite time of day?

Your most recent success?

Your most recent disappointment?

# Player Info Sheet- BACK



**USA Volleyball**  
usavolleyball.org

**Favorite school subject and why?**

**How do you think others see you?**

**Your pet (s)?**

**What makes something the most real for you - Reading, movie, or having someone else read to you?**

**Favorite healthy food? Favorite junk food?**

**What animal are you most like and why?**

**What are you best at?**

**Favorite place to live?**

**Favorite drill?**

**Where in 10 years do you want to be?**

**Favorite room in the house and why?**

**One thing you would like to change about yourself and why?**

**Favorite vacation spot?**

**What annoys you?**

**Who was your favorite teacher? Why did you like him/her?**

**If you could be on Trading Spaces, what style would you want your room decorated in?**

**What famous person, dead or alive, would you want to have dinner with?**

**What motivates you?**

**Why did you want to play volleyball?**



## **Kessel's Ten Commandments of Camps**

1. Thou shalt relax when the head coach observes ye court, for we are here together. To cooperate, communicate and coordinate- in the spirit of fun motor skill and psychological learning- not criticize, condemn or complain.
2. Thou shalt work with the coaching team to make all games as game-like as possible and check thy court for safety before and during use.
3. Thou shalt refrain from living in the no parking zone
4. Thou shalt keep two balls in motion on ye court until the final days of camp, except for triples & fours warm-ups
5. Thou shalt use three person long ball flight triples pepper, or dig to yourself/alternating pepper, instead of traditional, or two person pepper and know all the reasons why.
6. Thou shalt serve before any water break, and intermittently beyond that as well.
7. Thou shalt make thy feedback specific, positive, and creative, using coaching on the averages to take advantage of the fact thy players will be attempting 5-10 trials per skill station.
8. Thou shalt pass-set-attack, and use scoring as often as possible, not artificially terminating play unless the safety of the drill requires it.
9. Thou shalt have thy player evaluations done before the final day of camp, so ye may coach, and not write
10. Thou shalt be a role model for our sport, on and off the court, including during staff match play, in though, word, and deed.

### **Kessel's Top 10 List of Unspecific Feedback**

10. \_\_\_\_\_
9. Keep that up
8. Way to go!
7. That's okay
6. Don't do that
5. I like that
4. Good job
3. Nice try
2. That's not it
1. That's IT!

## ON-COURT ADVICE/ONE-LINERS FOR COACHES

- We are here to have FUN and learn volleyball
- Show them before telling them
- Young people need models, not critics
- Stay out of nearly all drills, including any tossing, so you can coach
- Conduct yourself professionally—don't do anything you wouldn't Karch Kiraly to see
- Mention the goal or focus of the drill, if needed
- Always end the drill on a positive note
- Build on strengths, rather than focus on weaknesses
- Positive, brief keywords
- Give them PLENTY of water
- Refrain from using the word “don't” EX: “Don't swing” in an athlete's mind may register as “do swing”, the brain does not register the negative
- Stop drills while intensity remains
- Fatigue is detrimental to learning
- Vary toss positions, timing and toss heights, not the drill mechanics
- Camp is for trying new things!
- Create an environment where there is no fear of making a mistake
- The skills that the coaches use should be at the High School level—high toss, readable actions, IQ, etc.
- Speak to each player at least once every day—not just the superstar
- Have the targets practice moving to the ball by catching it before it hits the ground
- Never set limits on your players
- Try to create each drill so that there is 0-little standing around. The campers paid to touch the ball as much as possible and get better.
- Use specific feedback
- Ask questions instead of dictating to enhance learning
- Teach something beyond them—life lessons

If you have any questions about this or want to add to the list, don't hesitate to let us know. Send an email to [mvp@usav.org](mailto:mvp@usav.org) and we would be more than happy to help!

## WARMUPS AND MANY FUN GAMES

**Limbo** – Once again, the swim noodles come into play, being used to limbo under a variety of heights. You can rest them on chairs, using the kids' bucket and stick standards, put pegs in for holding up the swim noodle bar, or just have two kids hold it lightly in a flat hand.

**Dodgeball** – When you ask most kids in PE what game they want to play the most, worldwide it is dodgeball. Using playground balls or Molten Lites, this game can be fast and fun, yet without the sting of a hard ball. Make sure there are medics to save and drag teammates back, or just to keep score so that nobody goes out, and you get a lot of body learning moving going on! Below you see a picture from a water dodgeball game in Vanuatu and from the Center for the Intrepid, with wounded veterans playing the game as well.



**Dodgebowl** – Roll balls at the opponent's pins while defending your pins. Pins are 2-liter soda bottles, partly filled for weighted balance.

**PLAYGROUND Games** – Teach ALL the kids (developing leadership by letting the kids teach the kids) the games of kickball (four bases), four square and hopscotch. These playground games are simply an option to play in the gym to let some players who might not shine yet at volleyball shine in another activity. All you need is painter's tape.

**Circle Soccer** – Circles of four to six players' feet spread to form the "goal" and touching the players' feet on either side to form a tight circle; using one hand to shoot, the other to guard the goal, try to score by shooting the ball through the legs of any other goal.

**Hand Soccer** – Only one hand may touch the ball, no goalies. Goals are formed with a pair of kneepads (either two teams end line to end line or four teams sideline to sideline).

**Follow the Leader** – Follow a leader around the gym for a couple of minutes and mimic all he/she does.

**Balloon Day** - Do all ball warm-ups with balloons. Finish with a balloon pop (tie a balloon to your shoelace).

**Team Hot Potato** – Either inside the 3-meter line or the entire court. Each player starts with a ball and a half-vs.-the-other-half ball rolling war ensues. At coach's final call, loser is the side with more balls.

**Bucketball** – Place two ball carts at each end of the volleyball court, with the net up. Dribble the volleyballs, playing regular basketball rules, but no more than three on a team. Play "half court" first. No score is made if the ball bounces out of the bucket.

### **VOLLEYBALL GAMES**

**Stations** – To get players to perform warm-up games and such; always have at least four to six players using the net from as soon as you walk in the gym.

**One vs. One** - players compete on small courts, putting no more than four courts on each length of net, while the end line is the 3-meter line.

**One vs. One vs. One vs. One** - Each player keeps track of his/her own points scored, or team total points. Knockout scoring puts the player out who erred until there is only one winner; then all players get back into the next rally.

**Wallyball** – The sport of wallyball, when introduced to young and novice players in a recreational environment, is referred to by some of volleyball’s most elite coaches and players as *volleyball with training wheels!* It is a chance for the shy, inexperienced and sedentary youth to develop confidence and self-esteem quickly by playing a familiar sport, in a safe and controlled environment. There are more touches, longer rallies, a great workout and with the walls keeping the ball near, you can get back to playing and exercising just that much more.

For those not familiar with wallyball, it is, simply put, the sport of volleyball played on a racquetball court with the added dimension of playing the ball off the walls. Founded in 1979 by Joe Garcia and UCLA coach Al Scates, who assisted in developing the playing rules, wallyball is estimated to have more than a million participants around the world. The sport combines the basic rules and skill sets of volleyball, while incorporating the walls of the court to increase the speed of the game, keeping the ball in play and boosting player interaction and participation.

**Circulation VB** – Three to five play with three on each side, rotating with each crossing of the net by the ball. When there is one player out with each net crossing, a different player rotates and waits out. When there are six, two players wait on each side of the court to rotate in immediately on the next net crossing (waiting out one, playing two, waiting out one, etc.).

**Tennis** – One vs. One or Two vs. Two – one hit on the fly, or even get one bounce. Favorite warm up game of USA Men and Women’s National Team. Great for teaching reading and placement to spaces to win.

**Three vs. Three vs. Three vs. Three DEEP COURT EXCHANGE** – Three on, three off on each side. Cooperative scoring. Coach’s role is to throw ball immediately to the player making an error to correct the error, and to stop down time.

**Circle Drill Passing** – Run throughs and serve reception options. For groups of nine or fewer, one circle group is fine. For 10 or more, two groups should be using each side of the net.

**Over-the-Net Pepper** – Whenever there is a net or a rope to hit over, not partner pepper.

**Warm-Up Game Options** – Score cooperatively or transitionally. Use only one arm for all contacts. Use your non-dominant hand for all serves and attacks. Allow only cut shots or line shots; no hitting the way you are facing shots. Twirl between each net crossing or do a sit-up.

**Wash Drills Games** – Created first by USA national team coaches Doug Beal and Bill Neville, wash drills are just one way to enhance how the game teaches the game. This is done by having the coach add one or more balls into the game immediately, while players need to learn how to clear the ball off the court fast and safely to be able to focus on the next ball. An important fact of these kinds of fast-added ball drills is that research shows players get up to 30 percent more touches on the ball in the same amount of time as in a standard scrimmage. Equally importantly, the players learn a key game like element—competing—with winners and losers in some form. The higher intensity also teaches each player how to handle pressure that is higher than most matches.

**See Ya! Tournament** – This is an instant winner/single-point game run on as many courts as you have available. When you lose, you move on to the next court. Then, at the last court, return to the first court and start all over again. Scored by whoever has the highest number of one-point game wins total.

**Speed Ball** – Lets you put double the number of teams on one court and keeps everyone active, as the ball is essentially in the air the ENTIRE time (four sets of teams, two on each court side, one team on the court and one off, with both off

teams having a ball ready to serve). The second the teams on the court lose, that losing side “off” team serves over the top of them, as the other team runs off, and the winning team stays on. The ball will basically be in the air the entire time with hustle by the losing teams.

**Monarch of the Court** – Otherwise known as Queen of the Court and King of the Court in single-sex competitive situations. You can designate one side that the winning side defends so that the challenger runs under the net to that side when they win the one-point rally. You can also say that the winning side must change sides each time to add more conditioning to the game.

**Match-ups** – Hitter vs. Blocker, Server vs. Passer, Digger vs. Hitter, Setter vs. Blockers

**Two vs. Four** – The doubles team can hit from anywhere on the court, the four-person team can block with one blocker only and must attack from deeper.

**Prisoner Volleyball** – Each rally point scored, the winning side gets one of the other side’s players, the player who made the error or who was closest to the ball as it was killed.

**Softball** – This has as many innings as there are players on one side of the court.

- Each half of an inning is over when the pitching team (serving) gets three outs.
- An out is achieved when the batting team (team receiving) either errs or the pitching team stuff blocks/ace serves/transition kills.
- An untouched ace serve is a double play.
- A stuff block is a double play.
- Home Run - batting team kills ball on first attempt.
- Triple - batting team gets point before or at the second net crossing of the ball.
- Double - batting team gets point before or at the third net crossing of the ball.
- Single - batting team gets point before or at the fourth net crossing of the ball.
- Any longer rally is a foul ball.
- Serves into net are a ground rule double for the batting team.
- Serves out over net are a walk for the batting team.

You can give any kind of hit or out for actions desired, letting the team define things as the game develops. (e.g., a triple play if no one even moves for a ball, or a stolen base because of the extra hustle or team play by the batting team.)

**Football** – Creating football levels of wash scoring, you get to keep getting the ball, and after two successes in a row, you can opt for a “field goal,” getting three points. If the opponents block your attempt, however, they “run it back for a touchdown.” You can wait and go for six in a row, thus a touchdown, and then go for an extra point, or go for two by killing the ball from the back row. Play for five or 10 minutes per “quarter” and switch sides at each quarter, giving them a two-minute break for “halftime.”

**You Da Star** – One vs. Two, Three or Four – if the single player can touch it, he/she stays on.

**Got the Whole World** – Four servers vs. one passer on both sides of the net at the same time. If you can touch the serve, stay on.

**Golf** (shoot for hula hoops) – Keeping track of the number of serves to hit into the hoop/target. Lower skilled players get holed out if they hit any part of the target. Higher skilled must hit completely within the target boundaries.

**Play Sepak Takraw (foot volleyball)** – In the first fun variation shown, the rugby team is playing volleyball over a rope, having to adjust to the random bounces of their oblong ball.



Sepak Takraw, a game played since the 15<sup>th</sup> century in the Far East, has balls woven by hand from rattan. This dries out too much in the less humid areas of the world, so commercially they make a hard plastic version. Hacky Sack balls are another good option, and low-



inflated smaller balloons are, also.

**Play Sitting Volleyball & Special Olympic Unified Volleyball,**  
*even in a cafeteria or carpeted hallway.*



## **VOLLEYBALL WARM-UPS** (number per group)

**Leg Bounce** - Bounce ball through legs forward and back (1 or 2 back to back).

**High Ball** - Toss ball high and execute an extension roll before either the first or second bounce (1, 2).

**Quick Clap** - Hold ball with both hands just below posterior, bending over with bent knees. Drop the ball, clap hands once or twice in front of knees, and catch ball before it hits the floor (1).

**Splat Ball** - Toss ball high, place flat and rigid hand on floor under the ball so as to rebound the ball as high as possible off the back of the hand. Continue with whatever sort of rebound there is until no rebound is possible. Goal is maximizing the number of bounces in one toss (1,2,3).

**Bowling** - Roll ball the length of the court. Partner gets a "pin" for each time the ball rolls between the legs completely until ball goes off court or stops (2).

**Sprints** - Tuck the ball under your shirt and sprint (1).

**Ball Presses** - Run with the ball pressed between rear, back, head, hips, chest without using hands (2,3).

**Hop Ball** - Run or hop with 1, 2 or 3 balls between legs forward and back (1).

**Ball Steal** - Each person tries to steal the ball from the other while back to back through their legs, back to back overhead, face to face at chest (2).

**Crab Run** - Without lifting either foot off the floor, "run" and pass the ball between legs from one hand to the other; one pass for each step forward or backwards (1).

**Ball Hide** - Crawl, end line to net, with ball underneath. Protect from partner who tries to steal it (2).

**Row Boat** - Grasp ball and "row" back and forth (2).

**Leg-ups** - Head to head on back, pass ball using feet only above heads; return feet to floor after each pass.

**Over-unders** - Pass ball overhead to get through legs; switch rotation of ball (2,3).

**Side to Sides** - Pass ball back and forth mirroring each other's sideways bend (2,3).

**Standing Weave** - Back to back pass the ball from one side to the other around self. Pairs will have the ball figure 8 and can receive left to right or right to right (2,3).

**Sit-ups** - Feet to feet pass ball with both hands, lay down on back and sit up to receive ball, then lay back down with arms extended overhead with ball; mirror if no ball (2,3).

**Hand Softball** - Using a volleyball, the bases are the corners of the court on one side of the net. Pitching distance is about 15'. The batter hits it with fist or open hand. The pitcher pitches underhand. A base runner may be put out by hitting him with the ball.

## **TAG GAMES**

Again, keeping the action to the confines of the court or something smaller than the entire gym will keep things moving. Refrain from tag-outs. Tag games as a warm-up should allow a player, once tagged, to get active right away, or sit out only for a very brief amount of time. Let the kids come up with rules/actions to use to make it different. You should always vary the fleeing motor skill – choosing to hop, skip, jump, gallop, etc., not just run.

**Crazy Foot Tag** - Must play tag with foot movement skill (cross over, shuffle only etc.).

**Powerball Tag** - Confined to the entire court, tag by touching with the volleyball (only one ball). Once tagged, you can toss ball to other "its." "Its" can trap or corner players.

**Partner Duck, Duck Goose** - An example of changing an old game to a more modern activity. Here's how you do it: There are no circles and stew pots. Pair students up and use the centerline in the gym. Partners stand on either side of the line and face each other. Each student has a "home base" line behind him/her at the end of the gym that he/she must run to if he/she says goose and tags the other. The two students alternate touching each other's shoulder and say "duck." This continues until one touches the other and says "goose." The goose then chases his partner back to his home base line. Then you go back to the line and start again. The positives are: very little standing around, you can have up to 10 individual games going on at a time, no one knows how others in class are doing (either good or bad).

**Tank Tag** - The tank is a person who is driven by the person behind him/her. The driver cannot be hit or the tank is out of action. The tank must move around with his/her eyes shut. A dozen or more balls are placed on the court and the driver must get the tank over to the balls and load up (eyes shut!). The tank shoots at the command of FIRE! by pushing the ball out with two hands from the chest.

**Sharks and Minnows** - Just like in the swimming pool. Begin with one shark standing on a line about 30 yards wide, 30 yards away. When the whistle blows, minnows run from other end to the shark's end without being "eaten" (tagged) by

shark. All tagged minnows become sharks on the next turn as the remaining minnows run back. Can use other locomotor skills besides running.

**Follow the Leader** - In groups of no more than four to five outdoors, a leader begins performing any locomotor movement and can change the type, speed, level, and/or plane of the movement, switch to a different movement, stop and perform any non-locomotor movement, or add vocalizations. If older, students may utilize the physical geography of the space in their movements (e.g., climb over a table, scrape a fence with their hand, etc.). At each whistle blow from the teacher, leaders change.

**Behind-the-Back Clap** - You run along with one hand behind your back and get a point for slapping anyone else's hand.

**Ball Hunt** - About 20 numbered volleyballs are scattered in a gym. Student teams are given a list of the numbered balls they must bring back (e.g., 7, 11, 17). When the whistle blows, the students run to look for the balls and get them back to the start ASAP. A stopwatch times the students. Cumulative times for teams may be recorded, as many rounds of the game can be played during a period. Also, let students know that just because a team wins one round does not mean they win the entire game. Stamina counts and a team that places third each round could conceivably have the lowest cumulative time.

**Blob Tag** - Players can be single, paired or in threes; once tagged, the player or group hooks up to whoever is "it" to become a larger "it"; this group "it" grows until all are in the "blob."

**Defense Tag** - This is a one-on-one tag with a third person (or pair with both arms interlocked) helping defend and shield the one from the one who is "it" (3,4).

**Snake on the Court** - Everyone is confined to the space between the two 3-meter lines. Each player must lie on his/her stomach with arms crossed behind the back; only "writhing" like a snake is okay for movement, no rolling over; the "snake" must flick his/her tongue. Once tagged you become a snake, until all have become snakes (1).

**Crab Crawl Tag** - On one's back, on all fours; once tagged, you become a "crab" signified by a huge frown (1).

**Fox, Man, Gun; or Frog, Slug, Snake** - This can be done in unison as a team or one-on-one. Either way, stand opposite someone with the net separating each other; on the court of three, reveal what you are. Loser tries to tag winner before he/she can escape to true victory by crossing the end line (2,5).

**Freeze Tag** - Single, pairs or threes holding hands; unfreeze techniques include crawl through their legs/jumping over their backs; those tagged can also be made to crouch on the floor so that the two unfreezing techniques are similar but harder (1,2,3).

**Ball Dribble Tag** - Can be continuous or freeze style, unfreezing by bouncing a ball through their legs (1,2).

**Get Up and Go Tap** - Pairs lie down opposite each other on their stomachs, at the net, arms outstretched and touching both the centerline and the fingertips of their opponent. Coach signals by dropping a ball on one side of the net or the other (have one in each hand); the side the ball falls on frees the tagger to engage in an end line sprint (2).

**Pac Man** - Each player hops around with a ball between the knees; only the lines on the gym floor (for any sport) that are within the volleyball court are allowed for movement. One player is an eater signified by outstretched arms that are opening and closing. Once tagged, you become an eater. You may only be eaten when on the same exact line as an eater (1).

**Dragon Tail** - Form a chain of three or more players with hands on the hips of the player in front. Place a kneepad or sock in the "tail" person's shorts. The head tries to grab the kneepad of any other "dragon" while protecting his or her own (3,4,6).



**Shark** - Everyone but the two "sharks" have a safe "boat" (kneepad on floor) that they sit on and make rowing motions. On command all must get up away from their boats and "swim" using any sort of swimming arm motion. On the cry of "Shark!" the sharks (signified by opening and closing arms that are huge "jaws") try to tag people before they can get back to their boats; those tagged become sharks. Anyone's boat can be escaped to or just your own boat; decide beforehand (1).

**One Hand on the Floor/One Foot on the Floor** - Tag games where everyone must leave a hand or foot always in contact with the floor (1).

**Hop Tags/Ankle Grip Tag** - Everyone must hop on one foot, or hold the ankle of one foot. It can be done as partners holding on to each other, too (1,2).

**Cling-on Tag** - Two are "it," two others "unsafe"; all others are paired up interlocking one arm each with bent elbows. If one of the unsafe players takes refuge on another player's arm, the untouched side becomes unsafe and must get to another refuge. If tagger gets someone, he/she must get to a refuge by clinging on before getting tagged back, as tagbacks are allowed. Another version has two players standing tall palm to palm, creating an arch (1).

**Tail Tag** - Two are it. All others have a kneepad in the back of their shorts which, when taken by one who is it, makes them it. No immediate tag backs allowed (1,2).

**Wrestler's Tag** - Hold each other's left hand, try to tag opponent's right knee while protecting own (2).

**Tri Tag** - One player is it, while the other defends the third from being touched (3).

**Spin Tag** - Players in a circle of four to six have one player to protect. The player who is out of the circle tries only to tag the target player as the group whirls around trying to protect the targeted teammate (4,5,6).

**Rock, Paper, Scissors Tag** - Divide the team in half. Each team huddles to decide on ONE symbol as a team (rock, paper or scissors). Teams meet at the net facing each other in two lines, opposite an opponent. The back line is the end-of-zone line. Players in unison hit fists into the other hand for the three count, showing the team choice on the third hit. Losers run away and winners tag. Anyone caught joins the other team's side and repeat. If a tie, kids do five jumping jacks in place then re-huddle.

**Elbow Tag** - To set up, have everyone pair off and link elbows with their partners. Form a wide circle, leaving 3-4 feet (1 to 1.5 meters) between each pair. Choose one or TWO of the pairs to start the game. One player is the fox and the other is the squirrel. The fox chases the squirrels anywhere in or around the circle until the squirrel links elbows with one of the pairs. As the squirrel links elbows with another player A in the pair, player B of that pair becomes the squirrel. If the squirrel is tagged before linking up with another pair, he becomes the fox and the fox becomes the squirrel.

**Hospital Tag** - In this activity, everyone is "it." The objective is to keep from being "tagged" by another player, but to tag as many other people as possible. The first time you are tagged you have to put a hand on where you were tagged. For instance, if you are tagged on the top of the head, you then have to play with one hand on top of your head. You can then resume attempting to tag others. The next time you are tagged you have to put your other hand where you are tagged that time. The third time you are tagged you're dead.

**Fish In The Sea** - All players but one stand at the net. "It" stands midway between the line and the end line. It shouts "Fish in the ocean, fish in the sea; don't get the notion you'll get by me." The fish leave their line and try to cross the goal line without being tagged. Players who are tagged join "It" and help catch others.

**Vegetable Soup Tag** - Each child thinks of a vegetable to be. When the "spoon" in the middle guesses a veggie correctly, the kids start walking in a circle chanting "the soup is boiling," and the "spoon" continues to guess until all are inside the

3-meter line/centerline "pot." Then when the spoon shouts "It's burning!" they all run off the court and the one tagged becomes the next "spoon."

**Turtle Tag** - To ensure safety, a player must be on his/her back with all four feet in the air. The player who is "it" counts to 10 and all turtles (other players) must hop up and run at least 10 steps before again assuming the turtle position. If "it" can tag a player before he or she is "safe," they exchange places and the other player becomes "it."

**Guard The Treasure** - One player is chosen to be "It," the keeper of the treasure, who stands guard over the "jewels" (a volleyball, etc.). Everyone else forms a circle around "It". The group standing around "It" must try to steal the treasure without being tagged. Those touched by "It" are frozen in place and can no longer try for the treasure. Play ends when the "jewels" are captured.

**Goldilocks and the Three Bears** – Three kids in chairs (momma, papa, baby bear using varied voices; step size toward the bears is dependent on bear size). Kid asks, "Who's in the House?" Kids in chairs vary the bears. When the kids in the chairs or the teacher say, "Goldilocks," everyone flees, trying not to be tagged.

***Reading the opponent's and teammates' intent is the most important skill in our sport....***



## **RELAYS AND RACES**

Most of these games can safely be confined to the court, from end line to net and return, or end line to end line. Jogging to warm up while touching a teammate the entire time is also a possibility.

**Line Weave** - Hands on the player in front allows for fair spacing. Players weave through the line as fast as possible (3,4,6). NOTE: Team can also do a united warm up jogging around gym, dodging obstacles.

**Crawl Through** - Same hands on the shoulder spacing as above; crawl through legs (3,4,6).

**Horse and Rider** - Carry rider on back and run or crawl to a halfway point and return; rider becomes the next horse (2,3,4,6).

**Scoot Line** - Players sit on rear end in front of each other (almost in their lap) and put their hands on the player's feet behind; "scoot" forward in unison (2,3,4,6).

**Leapfrog** - Players leapfrog over one another; could add a block jump between crouches (2,3,4,6).

**Snake Skinning** - Line up, bend over and reach through leg with right hand to grab the left hand of the player behind you (head and tail will have one hand free). On go, run forward to halfway point then, starting with the tail person, everyone lies down as the others wriggle backwards over them, without letting go of each other. When everyone is down, get up and run to finish still connected (3,4,6).

**Dragon Dash** - Linked together for a forward dash, hands on the hips or shoulders of the others, then whirling around at the halfway point to regroup and run facing the person who was behind (2-6).

**Whole Body** - Head to head/feet to feet lying down on stomach or back. Also could lie side to side (2,3,4).

**Coach Carry** - Groups of three, four, or six (depends on how heavy you or your assistants are; this used to be called the coaches drag until a few pairs of shorts had melted holes from the floor friction!) relay you back and forth for time or one-half squad versus the other. Volunteer your assistant (3-6).

**Lines** - Run or side step starting at the end line, touch 3-meter line, return to touch end line, then centerline, end line return, far 3-meter line, return, then sprint full length. Touch with both hands or do a skill like a roll or block jump at each line (3,4).

**Seal Walk** - Using hands only with feet dragging behind, "waddle," whether face down or on back (2,3).

**Crab Walk** - On back, crawling on all fours (1,2).

**Crouch Touch** - On all fours crawl, alternating touching right hand to left heel, then left hand to right heel (1,2).

**Wheelbarrow** - Legs of player who's the "wheelbarrow" should be straight; switch at halfway point (2,3).

**Baton** - Same player is the baton who is relayed around the court. Players are evenly spaced around the court. One of the batons could be staff, as could all (as in coaches carry) (4,6).

**Ostrich** - Bend over and grab left hand to right ankle and right hand around left ankle; "run" (1,2).

**Inchworm** - Can only move both feet or both hands at the same time, from a facedown crouch (1,2).

**Lame Dog** - Can only move using one arm and the opposite leg for balance and propulsion (1,2).

**Flat Shoes** - "Run" to net and back with feet on, but not in, each shoe (1,2).

**Sheet Race** - Two sheets (no longer worth using on a bed) are what each team must stay completely on and propel from the end line to end line with crawling action (and floor cleaning) (3,6).

**Tunnels and Hills** - Continuous movement of players in group who are either forming tunnels and hills by sitting with hands outstretched as shown, or climbing through the obstacles, to a finish line (4,6).

**Birds On A Telephone Line** - Divide the group into two relay teams. Clip 20 or more round-topped clothespin "birds" onto the net. On signal, the first player in each team runs to the line, removes a pin with his teeth (no hands!), brings it back to his team and drops it past the 3-meter line. The team with the most birds wins.

## **ADDITIONAL WARMUPS**

**Player-To-Player** - There has to be an odd number of people for this activity to work. The coach stands in the midst of the group and asks everyone else to pick a partner. Explain that you'll give them from two to five commands that they must perform as a pair. The last command is always "layer-to-player" and everyone, including the player giving the

commands, will have to scramble to find a new partner. The odd player out gets to go into the middle of the group and provide the next set of commands. The game officially begins with the player in the center giving instructions such as "elbow to elbow" and the pairs must put an elbow to elbow. The coach can then say, "ear to ear" and the pairs then have to put an ear to an ear, as well as keeping the elbow to elbow. Then the coach says, "player-to-player"; everyone finds a new partner, and you go on to the next player calling out commands.

**Secret Agent** - In this game, it's best to have a pretty good sized, open area. Have players begin by standing around in a circle. Tell them that there is someone in the group out to get them – a "secret agent" – and only you know whom he/she is. Each individual also has a "bodyguard," whom only they know about. Then, quietly, without pointing or telling anyone, each individual identifies to him/herself who his/her "secret agent" is for this game. After everyone seems to have made a selection, have them then select another individual – quietly, without pointing or telling anyone – who will serve as the "bodyguard" for the activity.

After everyone has made their selections, let them know that they are now free to move around, but they must keep their "bodyguard" between themselves and their "secret agent" at all times. This can get pretty funny and interesting as people move about. It often turns into utter chaos because of the odd combinations of "bodyguards" and "secret agents."

**Fling It** - Hold sheets and send a ball back and forth catching and flinging the vball. Use same sheets to make nebula tracking around the gym.

**Foot Balance** - Stand opposite a partner with one foot off the floor; try to push or force opponent to have to touch the other foot to the floor (2).

**Circle Touches** - Touch the same spot on the floor and run around it "X" number of times (1).

**12 Days of Practice** - Sung to the tune of "12 Days of Christmas." Start out with one and go the entire way through the song. It's a warm-up all by itself. From the last day, the song is as follows: On the 12th day of practice, my coach said to do 12 extension rolls, 11 spike jumps, 10 rag doll jogs, 9 (team-related thing), 8 block jumps, 7 backsets with extension, 6 line serves, 5 forearm passes, 4 get set hops, 3 high outside sets, 2 arm swings with follow through, and a sprawl with hops...and soon."

**Circle Jumps** - In a circle, each player does the jump the leader does, only when it is done by the teammate to their right. The leader does such jumps as wiggle hips twice or thrice in the air; touch ankles; back arch; fake spike with follow through; leprechauns with side kick; tuck ups; rear end wiggles; square patterns; pike; block; twirls; slalom from side to side with hands on hips.

**Simon Says** - Given a good, tricky leader, this old game can be a fun and funny warm-up.

**Dance Songs** - Either parts or the whole of aerobic dance routines or similar creations from the players' favorite songs. The hula (using such classic Hawaiian songs as "Hilo Bay"), punk rock (like the famous Sherman version of the B-52's "Rock Lobster"), native folk songs and even "Swan Lake" (speeded up by camp coach Drew Steele to become "Duck Pond") have all been transformed into a good warm-up. Leo Apel made Barry Manilow's "Jump, Shout, Boogie" into a camp classic using Jackie Sorenson's aerobic dance routine. Create a special one with your squad.

**Circle XXXX** - Many of the ball warm-ups and relays or races can be made into a good team circle warm-up, where the action doesn't stop until the coach says to.

**Bug Tug** - Bend over and cross arms between legs, grab opponents opposite hands; try to pull them across the neutral line. Can also be done group against group by grabbing the persons on either side, not directly opposite.

**Balloon Pop** - Everyone ties a balloon to their shoelace and runs around the court trying to protect theirs while popping anyone else's. Winner is the last with an un-popped balloon.

**Tunnel Races** - Players must crawl through a partner-formed tunnel, then sprint to centerline and return to form, after another crawl through, a standing tunnel for partner(s) (2,3,4).

**Human Pinball** - All but one stand in a circle facing outwards. Spread your legs as wide as comfortable, until your feet are touching your neighbors' on both sides. Everyone bends down and swings their arms between their legs—these are the flippers. One player stands in the middle. A ball is released and the flippers try to hit the player in the middle (possibly for points if you have a use for them). Try it with several balls and more people in the center if the group is very large.

**Sweets** – Use Kudos® candy bars, Tootsie Rolls® or Popsicles® as pattern interrupter awards. It is amazing how hard a player will train for a mini Tootsie Roll®.

### **Partner Warm-ups**

#### **Eskimo Rolls**

(unison somersault)

#### **Leg Powers**

(press up and down)

#### **Negative Sit-ups**

(stop thrown legs from hitting the floor)

## **PHYSICAL COOL-DOWNS**

*Ending a training period with kids of any age should be positive. This is a compilation of my favorite cool downs and mind games for travel and tournament break time from more than 35 years of doing summer volleyball camps. They build character and cohesion in your team and program; meet group needs of competency, as a sub will be better than the starters; and you will laugh. If you know of any cool downs we should have in this master listing, let me know at [john.kessel@usav.org](mailto:john.kessel@usav.org). Thanks!*

### **PHYSICAL COOL DOWNS**

**Log Roll** - Players lie down on stomachs close to one another in a row all facing the same way; one after another, from one end of the group, each player rolls over the top of the others, arms crossed on chest, until all have had a chance.

**My Bonnie Lies Over the Ocean** - Half the group is squatting, the other half standing, in alternation. Sing the song and on every "B" sound, switch to standing or squatting. A second version is sung to the same tune, only more relevant words are used: "My body lies over the bleachers, my body lies over the floor, my body lies over the bleachers, oh why is my body so sore, bring back...my body to me. ..."

**Machine** - One half the group against the other; the object is to make the strangest sounding and looking "machine." Each player provides his/her own part with silly sounds and a unique motion, as well as way of attaching to the machine. Coach judges each final machine for the victor.

**HA / HA-HA / HA-HA-HA** - Players lie down on their backs with their heads on the stomachs of one another to form the pattern. First player says "Ha," second "Ha-Ha," third "Ha-Ha-Ha," etc. If they are in the right mood, uncontrollable laughter soon ensues. You can also sit, and the team is to pass the word 'ha' around a circle. At the start, the first teammate begins the cool down by saying "Ha." The next must repeat the "Ha" and then say another "Ha." The third player must say Ha, Ha and then given an additional "Ha." In this manner, the "Ha" continues around the circle. The cool down ends when everyone trying not to laugh (a virtual impossibility), has repeated the "Ha's" that preceded them and then added their own "Ha."

**Volleyball Massage** - Partners take turns giving each other full body massages, kneading with the volleyball, including the arms and all the way out to the fingertips. A second version has the players give themselves a backrub by rolling their back and legs back and forth on the ball.

**Animals** - It takes three people to create an animal. The person in the middle makes the major central distinguishing characteristic of the named animal (i.e., the "trunk" of an elephant, by extending the arms out in front interlocked). The two players on either side must make a part different from the middle, but the same by each other (i.e., say the "ears" of the elephant by placing both hands splayed out on the middle person's head). Everyone is in a circle with a "pointer" in the center who whirls around to point at a player who becomes the middle part of whatever animal is named. The last of the three creating the animal becomes the next pointer. Animals easy to do are a rabbit (teeth/two ears), deer (nose/two antlers), kangaroo (pouch/two "hoppers"), lion (roaring mouth/one-half mane), rattlesnake, billy goat, chicken, duck, alligator. Include sound effects.

**Caterpillar** - Whole team or one half versus the other create this by putting their legs on the shoulders of the player behind them and walking on their hands.

**Body Pass** - Everyone on their backs, hands interlaced. Hands up in the air propel one player, who lies down on his/her back upon the "conveyor belt" of hands from one side to the other.

**Pulse** - Everyone holds hands in a circle, either standing or lying down on their stomachs. When a squeeze is felt in the left hand, squeeze the right hand as fast as possible and say "OOOH." When felt in the right, squeeze the left and say "AAAH." Only the leader can start a pulse. The object is to get the pulse or pulses going through the network as fast as possible without vanishing.

**Musical Instruments** – This is a rhythm game. Everyone sits with legs straight and out front; each player in the circle has a unique "instrument" they "play" to a two-count rhythm. Everyone keeps the rhythm by slapping hands on the floor or thighs twice, then clapping twice. One player "plays" his/her instrument twice instead of clapping the first time and then "sends" a command to some other player to play his instrument by "playing" that person's action instead of clapping the second time. The receiver of the command must not break the rhythm but first play his/her action, then send another command to play to anyone else (no immediate "send backs" allowed). This can be an elimination game or just a team effort to see how fast the rhythm can go without losing a beat. Any instrument is fine - piano, violin, tuba, cymbals, harmonica.

**Circle Balance** - All hold hands in an outstretched circle; everyone pulls one another to try to make someone lose their balance and have to move their feet. Eliminate the player or players who lose balance and go again until only two are left.

**Human Knot** - Groups of six or more come together and create a "knot" by first all holding the left hand of anyone in the group but the two beside them, then the right hand of someone else (except the two on either side). This knot is then untangled without breaking hand contact by stepping over each other's arms, weaving the circle through until it becomes a big circle.

**Balance War** - Two people stand face to face at one player's arm's length. Each stands with his/her feet side-by-side and together. Palms must face inward to start. The object is to make the other lose balance without touching any part of the body other than the palm. Go for two out of three. You can dodge and feint with your hands, but touch no other part of your body. Another version is from the martial art aikido. Players start with palms together and must stay together throughout play. The object is to make your partner lose balance, but no sudden moves are permissible.

**Switched Circuits** - Cross arms, clasp hands, turn hands under and to chest, then try to wiggle the finger that your partner points to.

**Cat and Mouse** - Partner is at the net with his/her back to the "cat," which has the goal of touching the "mouse." The "mouse" may turn its head at any time and, if it catches the "cat" in motion, the player must return to the end line to try stalking again.

**Hokey Pokey** - Classic song: "Put your right foot in/you put your right foot out/you put your right foot in/and you shake it all about; then you do the hokey pokey/and you turn yourself about/that's what this sport's about." Standing in a circle with hands on the hips of the person in front; do body parts - left and right hand, elbow, hip, rear, until finally the entire body is "put in."

**Cotton Throw** - Test the arm power of the team by seeing who can throw a piece of cotton the furthest.

**Jump the Pencil** - Put a pencil on the floor just in front of the player's toes. Player must bend over and grab the toes of his/her shoes, curling the fingers under the sole, then jump over the pencil without letting go of the toes.

**Standups** - Players back to back in groups of two to six must go from a sitting position on the floor to standing without using their hands, instead pressing against their partner(s) for help.

**Thumb Wrestle** - Once good at one thumb, cross arms and "wrestle" to pin either or both of the opponents' thumbs while clasping hands. Cross the arms of one of the two competitors and do double time.

**Circle Back Massage** - As you give the player in front a back rub, tell him/her how good he/she is doing in practice. Add the "Circle Sit" by sitting in unison in each other's lap; then creep around.

**Towel Bend** - Roll up a towel tightly, starting at the top. Go down the towel, alternating hands in grasping the towel until it "breaks" and bends over.

**Laps** - Each player sits on a teammate's lap in a circle. Ask questions of any sort (I did my homework last night/I am 17/I got kissed this week) with a "yes" answer, meaning they may move forward one lap (occupied or not, just let them pile up!) and a "no" response, meaning they must stay put. Object is to get all around the circle first.

**Coin Tricks** - Teach them a few coin tricks at cool down. One is Triple Coin, where three coins are placed on the back of the hand and, after tossing them up backhand, try to catch all three in succession (separately) before they can hit the floor. Another is to catch a stack of coins resting on your elbow, using the same hand of that arm. Reaction games like the dollar bill drop are also fun. One player hangs a dollar bill between the gap of a partner's thumb and forefinger. Because of reaction time, you can let the dollar drop with just gravity's help, and the partner cannot pinch the bill in time, if the starting gap is wide. The narrower the gap, the better the chance of catching the falling dollar.

**Human Compass** - The team members must ALL shut their eyes and get over to a place across the gym. They can get there as a group, or individually, but cannot open their eyes. Once they get there (to the person or object), they can open their eyes and direct the other compasses in the group.

**Hot Potato** - One player is "hopping" in the middle while the rest pass a volleyball around the circle; when the player stops hopping, whoever is holding the ball loses and becomes the hopper.

**Sonic Boom** - Everyone gets together in a group and on the count of three says "BOOM" loud and fast.

**Hand Slap** - Reaction game. One player holds his/her hands below the opponent's and "flicks" his/her own over to slap the tops of the partner's hands. Continue until a slap is missed, at which time the players switch roles.

**Name Draw** - At the start of practice, draw a teammate's name who you must tell, in front of the group, three things seen done well during that practice.

**Walk the Plank** - Spin fast six or more revolutions then, dizzy, immediately try to walk the end line without stepping off the line.

**Trust Walk** - Players spend two minutes blindfolded and moving around the gym being led by a teammate.

**Shoe Pile** - Everyone's shoes are mixed into a pile at the net; the race is to see who can find and put on their shoes, then get back to the end line first.

**Clumpers** - It starts out as everyone collects in one big group. The coach initially calls out a number, usually a number between two and 15. The number shouldn't be more than half of the number of total players. When the number is called, everyone must try to collect in a group that contains that number of players. The group members should be latching arms or have their arms wrapped around each other so that the coach can see who is in the group. If someone cannot enter a group because the number of required members has been reached, he/she is out of the game. As different numbers are successively called, the number of players gets smaller and smaller. Eventually, there are fewer than 10 people. The last group, or winning group, should have anywhere from two to five people.

A variation is not to make people go "out" of the game. Rather, constantly re-group people in different-sized groups. Have everyone say something like, "mingle mingle mingle" as they mill about together waiting for a number to be called out. Ultimately, try to make it so that everyone is in a group.

**Lion's Roar** - This only works once a season. Everyone except two players is let in on the game of making the first player roar all alone. This is accomplished by setting him/her up by having everyone roar as loudly as possible while the first one tries to pick who the head lion is by the loudest roar. It's nobody, just let it be the person that the first chooses fourth. Then bring the second one in and explain just as was done to the first how the goal is to pick the "head lion," Nobody will roar on this round, but the first does not know that and roars alone. First could be told before second gets there that he/she is the head lion; make sure everyone looks like they are going to roar and even have everyone open their mouths, only just don't utter a sound. A similar version is called Ferocious Gorilla, with everyone jumping crazily about and trying to "pick" the meanest. You need to determine in advance which of the roars everyone goes silent on other than the tricked person, of course. Usually it is the third yell. Similarly, you usually let the first person in on round one "win" with the third choice he/she makes.

**Circle Trust** - Everyone stands or sits around one player who must fall into their hands and trust them to not let him/her hit the floor while passing the stiff body around in a circle.

**I See a Bear** - This only works once, too. Everyone stands in a line, shoulder to shoulder. One at a time they say "I see a bear," to which you respond, "Where?" They then crouch down while saying, "Over there" and pointing. Continue down the line until you are crouched, then you can say, "Y'all are wrong; it's over there" and when you point, knock the entire group down from one end.

**Bim Bum Bam** - One player chooses even or odd; the other player becomes whatever wasn't chosen. They say "Bim, Bum, Bam" and flick out a hand each, with the numbers 1-5 all options. The winner is whoever is in accordance, odd or even, with the even or odd sum of the two hands' numbers. This is a fun option to flipping a coin.

**Volleyball Hug** - Entire team holds hands and wraps in an outward spiral around the person receiving the "hug." When the team is wrapped around the player, all squeeze together to give the center person a real hug.

**Body Surfing** - Players all lie on the floor and continuously roll over while one teammate on top rides the rolling action.

**Ball Flying** - Place a dozen or more balls about a foot apart in a straight line. With two teammates each holding the arm of one side of another person, have the "flyer" and supporters take a low lateral leap onto the balls. The player "flying" is pulled along the tops of the volleyballs by the supporting players.



**Percussion Massage** - Everyone getting the light karate-like chops on their back sings "Row, row, row your boat."

**Minefield Cool Down.** With balls all over court, you have to walk a teammate with his/her eyes shut through the minefield.

**Amoeba** - Materials: 3-ft. pieces of yarn, two blindfolds. Tie a piece of yarn between each of the creating a line. Tie a blindfold on the first player and the last player in line. Then proceed to have the line of players go through a previously set up obstacle course.

**Aura** - Two people stand face to face, arms-out, palms touching. Then, each turns around three times and tries to find each other's palms again and return to the original position without opening their eyes. This is a great spectator sport and is also a riot if an entire group of pairs is trying to do it at the same time.

**Psychic Shake** - This cool down calls for as much silence as possible. Each player decides on a number from 1 to 3. While not saying a word, everyone in the group wanders around shaking people's hands. The number of shakes should match the number chosen. There will be an unmistakable moment of tension when the numbers don't agree. But when they do the two should silently decide how to group themselves. Eventually, everyone will be in three groups. Surprisingly, the groups are often very evenly divided. It must be something psychic....

**Animals** - The group divides into two parallel lines facing each other across the room (perhaps boys/girls, but it doesn't matter). Each player is assigned an animal with at least one other player being the same animal. After being given a moment of thought, everyone in the room acts like the assigned animal and walks (crawls, flaps, waddles, etc.) around the court in search of their species. No human language is allowed.

**Red Handed** - Also called "Button, button, who's got the button?" The group forms a circle and one player, "It," stands in the center. The group faces in, fists closed, palms up. "It" places a marble (or button, or other small object) into someone's hand. "It" then closes his/her eyes. While the eyes are closed, the group passes the marble around. The idea is to trick "It" so everyone pretends to pass the marble.

"It" shouts out a word (any will do; "RED-HANDED" for example) and opens his/her eyes. He/she then tries to guess (or catch) who has the marble. Everyone presents their hands in the original position (fists closed, palm up) and "It" picks a hand. If you get caught with the marble, you become "It." If "It" fails to catch someone, "It" goes again.

**Musical Chairs** - It is fun to play this classic game as a cool down, but to place obstacles in the path (i.e., between the numbers) for the players to crawl under, jump over, or step around. or by crawling, hopping, or skipping.

**Zoom!** - The object of Zoom is to be one of two winners. The game is played by everyone sitting in a circle, facing in. One player begins by saying the word "zoom" and turning to face the player on either the right or left. The player "zoomed" can do one of two things. First, turn his/her head and look at the next player in the circle and say "zoom," thus continuing in the same direction. Second, he/she can make a brake screeching noise and look back toward the player who just "zoomed" him/her (or perhaps braked him/her), thus reversing the direction of the zoom. The game must go rapidly and with rhythm. If someone messes up—looks the wrong direction, says the wrong thing, or hesitates—he/she out and the circle closes in. The game continues until there are only two left (can hardly do it with only two).

**Electric Squares** - Using the Sport Court® or floor tiles as a grid, players find the path through a maze that only you know to the other side. Once they take a wrong step, you "buzz" them and they have to go back the same way. Then the next player takes the same steps until he/she reaches the other side or gets "electrocuted." No one can say anything to help the person in the maze. You can only move forward, backward, or sideways (not diagonally). Winner is the team that gets all of its people over to the other side. Ideal size is 10x10, but you can make it easier or harder by adding more squares.

**All My Neighbors** - You need an odd number of people for this game, which is a distant cousin to musical chairs. Everyone begins by sitting on a spot in a circle (again, chairs can also be used) with the coach standing in the middle. Explain that the player in the middle needs to find some "neighbors." To do so, they'll make a true statement about themselves and hope that it will be true for others. Everyone who "identifies" with the statement then has to stand up and find an empty spot. The player in the center is also looking for a chair, so once again someone will be without a spot, and he/she gets to go to the middle and find some "neighbors." The coach then begins with something like: "All my neighbors wearing black-bottomed shoes." At this, everyone who is should jump out of their seats and look for an empty seat. The odd player out goes to the middle.

*All my neighbors who:*

- are in their second year of volleyball
- have an older sibling
- were born in a month without an R in it
- whose last digit of their social security number is odd
- like Frosted Flakes®
- don't eat meat
- know the name of Yogi Bear's sidekick
- have watched *Gone With the Wind* in one sitting
- play the piano (even a little bit)
- have been to a Hannah Montana concert
- have written a song
- can't drink milk

**Pioneer Went To Sleep** - Everyone stands in a circle. The first player begins by saying, "Pioneer went to sleep." The rest of the group answers, "How did Pioneer go to sleep?" The leader then says, "Pioneer went to sleep like this, like this," repeating a small gesture such as nodding the head or twisting the wrist. The rest of the group mimics the gesture and answers, "like this, like this." The entire group continues to repeat the gesture as the next player in line says, "Pioneer went to sleep," and others respond as before. The second player adds another gesture to the first, so that now there are two movements to keep going. The game continues around the circle, each player adding a gesture. By the end of the game, the entire group should be a foot-wiggling, eye-blinking, head-shaking, nose-twitching mess. Try to add as many gestures as possible before the game totally falls apart. Since it is difficult to do more than 10 gestures at once, you may not get everyone in the group, but the challenge is to see how far you do get. Start off slowly with small things, such as toes and fingers, and work up to the bigger things, such as arms and legs.

**Sentry Post** - The prize goes to the quietest team in this game. Two players with eyes shut tightly (trust is part of it; blindfolds should not be required) stand at the end of the court, 3 meters apart, as the sentry posts facing each other. The other players divide into two teams. At signal from the leader, the first player in each line sneaks forward on tiptoe and tries to pass between the two sentries without a sound. If either sentry hears anything, he/she calls out and points in the direction from which the sound came. If he/she's right, the player is "captured" and out of the game. If he/she points in the wrong direction, the player sneaks ahead. Each team goes through just once. The winner is the team that gets the most players past the sentries.

**Bombing** - Drop a small item like a rock or a barrette into an empty soda can or bottle from an erect kneeling position on a chair seat. Dropped item must be held at eye level. Score one point for each item dropped in the bottle.

**Calendar Toss** - Toss pennies or other small objects onto a numbered calendar page laid flat 5 feet from the player. Score by adding the dates on which the bottle tops come to rest.

**Count To Ten** - All players stand at the net except one player who is "It," who stands with his/her back to the other players on the end line. "It" counts to 10 as fast and as clearly as he/she can. While counting, the other players advance as fast as they can by putting one foot directly in front of the other (heel, toe, heel, toe). At the count of 10, "It" turns

around. Everyone freezes. If someone moves he/she starts all over again. The first player across the goal line wins and becomes the next "It."

**Static Electricity** - Give each player a balloon and at the given signal, the player blows up the balloon, ties it, and rubs it on his/her hair to make static electricity, then sticks it on the wall. The balloon that sticks the longest is the winner.

**Minivolley in El Salvador: two courts on one regular net, outside the National Stadium in 1986.**



## MENTAL COOL DOWNS

As volleyball is mostly a mental sport, it's fun to have the team members using their minds with riddles, jokes and other mind games that often continue outside of practice and can meet many social needs for the players (including affiliation and competency needs). Often you can give the secret to the weaker members of the team or, if they get the answer first, so much the better. Some of these are specifically team building exercises, while all will help in team cohesion.

**Tongue Twisters** - Some funny ones are (remember, speed first...):

One smart fellow, he felt smart, two smart fellows, they felt smart, three smart fellows, they felt smart.  
I slit the sheet, the sheet I slit and on the slitted sheet I sit; whoever slit the sheet is a good sheet slitter.  
Toy boat, toy boat, toy boat. Unique New York, Unique New York, Unique New York.

**Minute Mysteries** - Given the mini-story, solve the mystery of what happened by asking questions that may be answered by the person who knows what happened with just yes or no (or not important) answers. For instance:  
There's a man lying dead in a field with a backpack on and a ring in his hand. What happened? He was a parachutist. A minor was in court after downing three highballs and attacking a girl. The high judge determined it was a setup but he still had to serve his time. What happened? It was a coed volleyball game going on, that's all. A man walks into a bar to get a drink, the bartender pulls out a gun, the man says thanks and leaves. He had hiccups. There are countless others and with a bit of thought, you can create your own. A long list follows in this book.

**One-Way Coaching** - Draw either a turkey or a horse, without the other teammate you are sitting back to back with seeing what it is, and without you being able to see how your teammate is hearing your drawing "coaching." When

done as a team exercise, the coaches should be on one side and the drawing players who are listening should be on the other so the drawing already done of the "coaches" cannot be seen by the players. Shapes and lines are the words to be used, not "draw a horse's leg. ..." This can also be done by using two sets of identical Legos®/blocks/other items to be arranged the same way as each other but back to back/not seeing the arrangement as the coaches make theirs.

**Achievement Speakers** - My kids' elementary school has had a Junior Achievement staffer come each week to speak about life and achievement. Take some time to find out about your team's parents or your town's leaders, and have some of them speak to the team about what they have achieved and how.

**Confidence Collage** - Have players over the season or during the off season cut out images and phrases they think are empowering and paste them onto a poster board to share with the team at some time.

**Empty Boat** - Players need to learn to focus on what they can control, and not worry about those things out of their control. I use the Empty Boat parable for this team discussion. In order to get the outcome desired, you need to focus on the present, and what you can control, thus increasing the chance of your reaching the outcome. The process goals, such as Citius, Altius, Fortius, help a team/player reach the medal stand, but as Baron Pierre de Coubertin said, "It is not the winning, but the taking part. ..." Keep posters/lists of the things players can and cannot control, helping remind them.

**Picnics** - "I am going on a picnic and I can bring XXXXX but not XXX." The things you can and can't bring have a certain pattern that, once known, makes it easy to know what to bring. The items do not have to fit a real picnic. One version has you able to bring anything that starts with the same first letters as either your first and/or last name; so Blase Czerniakowski could bring butter, candy, bicycle, catsup. Many other patterns can be created from just the letters in the words that may or may not be "brought," like only allowing words with the letter "e" to be "brought." The "Deep But Not Profound" version means you can bring words with double letters, like deep or letter, but not others, like "profound" or "words."

**Semantics and Logic** - These sentences seem simple at first, but require listening and thought. A few examples are: If you take two apples from three apples what do you have? Two apples, you took them! What laws in \_\_\_\_\_ prevent a man from marrying his widow's sister? He's dead, if he has a widow.. Two coins found in an ancient dig are dated 49 B.C. How does the archeologist know they are forgeries? They couldn't be dated B.C. *Games* and *Omni* magazines are great sources for seasons and seasons of mind games, just drop by a library and copy the best ones.

**Hangman** - First using only volleyball terms, then something somewhat team-related.

**Roll the Ball name game** – sitting in their team group, the child say the name of the teammate they roll the ball to. Variations can be in rolling an apple, hardboiled egg, potato, balloon, or other object. There is a song my mom taught me long ago– "I have a (color here) (object here), as round as it can be, I'll roll it over to you and you roll it over to me. "

**Languages** - Teaching the team the volleyball terms and phrases of another country can be not only a learning experience, but helps provide an aspect of uniqueness to the team members while helping them realize the universality of the sport. They also can learn the jargon of volleyball found in the appendix, as well as create their own. A form of pig Latin could also help provide for needs on the team like affiliation. One example is the "Ong" language. Normal words have every letter pronounced with an -ong ending for all consonants. CAT becomes Cong-A-Tong, dog - Dong-O-Gong. Cussigungaringhi means "net" in Australian aborigine. Bellbudgeri means no good.

**Team Shoes Statement** - Each player on the team has two letters of a phrase (spaces or not optional) that make up a powerful team statement. The letters are put on the back heel cup area usually, or on the toes, so that when lined up together, the statement can be read.

**Scissors** - A pair of scissors is passed around the circle in both closed and open positions. Players say, "I receive them crossed/uncrossed and pass them crossed/uncrossed." While a great deal is being made of the scissors, it is actually whether or not the recipient/giver's legs are crossed or not that is correct. Players who can subtly change their leg

position will keep those unaware of the real key to the game and frustrate their fellow teammates who cannot demonstrate the same competency. There are a great many such "clue" games that can be so simple yet so darn hard to figure out, such as "Chinese Numbers" and "Are You Listening?"

**Mind Reader** - Lay out nine magazines in a 3x3 grid. Where you touch the center magazine in a same relative quadrant to the actual one is the answer. Thus, upper right corner of the center magazine means that it is the third, the upper right of the nine.

**Polar Bears** – Roll two dice, and with the numbers you can say how many "polar bears" are around the "ice hole," from none to several. The trick is, only the dice that have a number with a dot on the die (3 and 5), have this ice hole, and it can take some kids a long time to determine this pattern.

**Jenkins Up** - Four or more people pass a penny around under the table, and with the call of "Jenkins Up," everyone must put both hands up on the table. Then the hands must be slammed down, including the one with the penny, and the person out must guess which hand is hiding the penny. Calling creepers after means player must put his/her hands down slowly.

**Circle Compliments** - Like circle memorization, but with compliments. Each person says a compliment about the teammate next to him/her, and it adds up to be a long list for the last players in the circle, as they must repeat all the other compliments.

**Jersey Words** – A line drawing of a jersey outline, with lots of room to write words and sentences inside, is given to each player. They put their jersey numbers down on the paper on the jersey, then everyone passes their sheet of paper to every other player, who writes a positive word, sentence, thought or observation about that teammate. When it is done, it will be filled with great things for each teammate to read about themselves, as thought of by their own teammates.

**Name Those Logos** - Go through several magazines and cut out advertisement symbols (i.e. the 7 UP® dot, but not the word 7 UP®). Paste each on the white side of a 3x5 card and have everyone go around the room with an answer sheet and try to identify as many of the symbols as possible.

**Olympic Pictographs** - My kids brought home from school a life-sized drawing of themselves (their body outline drawn by a classmate). For volleyball, I can see teammates tracing each other doing their weakest and/or favorite skill, life-sized, then the players filling them in with empowering things. The jugs and other items used now as Olympic awards with stylized sports poses, or team sayings/empowering quotes, could also be done on a volleyball or the team cooler that comes to each event.

**Four Facts** - Each player writes down four facts about themselves, one of which is a lie. Each player takes turns reading their lists aloud and the rest of the team writes down the one they think is a lie. When all are done reading the lists aloud, the first player reads his/her list again and identifies the lie. The team sees how well they did.

**What's Different, Partner?** - Ask everyone to team up with a partner (someone they haven't met or who has the same color eyes). Ask them to turn back-to-back and change five things about their appearance, one which is very silly. Partners turn around when ready and try to guess the five things that have been changed. It shows how observant we really are.

**Red Light Green Light** - When I was growing up, Engineer Bill on Channel 9 in LA had a contest to see who could drink the glass of milk the fastest using start and stop phrases. What I do now is have each player put down words or actions on single slips of paper that start them or stop them from being great—words or actions that they think of when they see themselves or teammates playing powerfully or poorly. Put the strengthening ones in the green light glass, and the team weakening ones in a red cup, and draw them out for discussion over time as a team. You can also have them do this about specific scenarios with go/stop responses, such as being on the bench, playing in a tough away match

environment, getting a bad call, and have them write responses both ways they have seen. Finally, this can be done as self-evaluation on how they played a match or tournament, with related questions like, "How much of your time was spent in green light mode" or "How did you get there and how did you stay there?"

As a coach, think the same things about the best teachers and worst you have had (what those start/stop traits and actions were) and focus on the green light actions.

**Birth Order** - Put one of the following signs in each room corner: Only Child, Oldest Child, Youngest Child, Middle Child. Have players go to the appropriate corner of the room based on their own birth order position. When everyone is assembled, ask them to discuss what special characteristics their birth order has and how it is reflected in their choice of job. Assign a recorder based on some criteria (i.e., player who was born the farthest from the meeting site, player who has been with their company the longest/shortest, player who is the tallest, etc.).

**Volleyball Brainstorming** - Announce a topic (things associated with a season, a holiday, the practice content, the tournament ahead, etc.). Then pass around the volleyball. Have everyone stand and pass the ball. When someone catches the ball, he/she shouts something related to the topic and then tosses the ball to someone else.

**Bug** - This is a road trip/tourney dead time game. Each player receives paper and pencil. One die is used. Players in turn throw the die. Each side of the die represents one part of the bug. Players draw parts of the body as they roll die. 1) One makes the body. Players must throw a 1 before they can make other parts of their "bug." 2) Two is the head. 3) Feelers are 3s. A bug has two feelers. 4) Legs are 4s. A bug has six legs. 5) Eyes and mouth are 5s. A bug has two eyes, 1 mouth. 6) Tail is 6. Winner is player who finishes bug first.

**Names, Adjectives & Stories** - Ask each player to take a few moments to think of an adjective that starts with the same first letter as their first name (e.g. "Merry Marilee"). Start by modeling it yourself. Then move around the group asking each player to state his/her name/adjective combination. Ask players to introduce themselves, with each player talking briefly about the most ridiculous thing they have done in sport. Additionally, players can be asked other pertinent information.

**Tourney Stuff** - Bring a few decks of cards, a couple of chess sets and a backgammon set. You don't have to say a word. Bring Koosh stress balls, Silly Putty® and Slinkies®, or a big tub of Legos®. Select a card game such as Rummy, Crazy Eights, or Concentration. Bring yo-yos to do new tricks with. Teach everyone on the team to juggle. Work on small cube puzzles or metal objects that are flexible and 3D puzzles such as the type with objects stuck inside them where the challenge is to remove the objects.

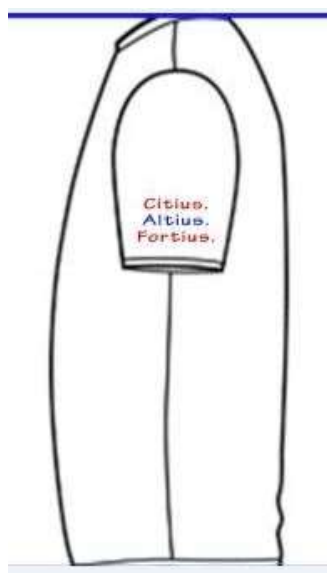
***The Game Teaches the Game....ya just need a ball, a barrier and three other friends.... Growing the Game Together***



# SUMMER CAMP T-SHIRT-STAFF



1. Coach witnesses camper made an error
2. Coach points to the figure that best represents which body part the error was made (legs or arms)
3. Camper “self-corrects” error so they know what to do better next time



## SLEEVE

Citius. Altius. Fortius- on the sleeve. OR your favorite inspirational camp motto or quote!



## BACK

“ARE YOU LEARNING?” on the back of the T-shirt so that anytime a camper looks at the back of a coach, they are reminded of the things they need to get better at. Beneath that, “Deliberate Practice Matters!” so the campers can stay focused on the task at hand.

# My Top 166 Volleyball Drills from Around the World

*- John Kessel, USA Volleyball Director of Sport Development*

EVERY coach asks for new drills to make their kids better, searching the web, attending clinics, reading drill books. After decades of coaching, creating and collecting, here is a list of the top 166 drills. The top 20 are animated on the Million Volleyball Participants (MVP) Grow the Game CDs (Youth, Boys, Girls, Disabled, Beach and others) available at no cost from your USA Volleyball Region, along with countless more valuable tips to make programs more successful.

1. Volleyball; 2. Volleyball; 3. Volleyball; 4. Volleyball; 5. Monarch of the Court; 6. Volleyball;
7. Volleyball; 8. Volleyball; 9. Volleyball; 10. Volleyball; 11. Volleyball; 12. Volleyball; 13. Volleyball; 14. Volleyball;
15. Volleyball; 17. Volleyball; 18. Volleyball 19. Volleyball; 20. Volleyball – scored like football;
21. Volleyball; 22. Volleyball; 23. Volleyball; 24. Volleyball; 25. Volleyball – scored like softball; 26. Volleyball;
27. Volleyball; 28. Volleyball; 29. Volleyball; 30. Volleyball- scored even wash; 31. Volleyball;
32. Volleyball; 33. Volleyball; 34. Volleyball; 35. Volleyball; 36. Volleyball; 37. Volleyball; 38. Volleyball;
39. Volleyball; 40. Volleyball; 41. Volleyball – scored 3-2 wash;
42. Volleyball; 43. Volleyball; 44. Volleyball; 45. Volleyball; 46. Volleyball – 6 vs 3 (so the other group can play 1 on 1 plus one; 47. Volleyball; 48. Volleyball; 49. Volleyball; 50. Volleyball; 51. Volleyball;
52. Volleyball; 53. Volleyball; 54. Volleyball; 55. Volleyball; 56. Volleyball; 57. Volleyball; 58. Volleyball – started by scores pulled out of a hat; 59. Volleyball; 60. Volleyball; 61. Sitting Volleyball; 62. Volleyball;
63. Volleyball; 64. Volleyball-Frying Pan scoring; 65. Volleyball; 66. Volleyball; 67. Volleyball; 68. Volleyball;
69. Volleyball; 70. Volleyball – with a golden ball worth double points; 71. Volleyball;
72. Volleyball; 73. Volleyball – played 6 vs. 1; 74. Volleyball; 75. Volleyball; 76. Volleyball; 77. Golf Serving;
78. Volleyball; 79. Volleyball; 80. Volleyball; 81. Volleyball; 82. Volleyball; 83. Volleyball – scored bucket of balls;
84. Volleyball; 85. Volleyball; 86. Volleyball; 87. Volleyball; 88. Volleyball – scored by hoops ;
89. Volleyball; 90. Volleyball; 91. Volleyball; 92. Volleyball; 93. Volleyball; 94. Volleyball; 95. Volleyball;
96. Volleyball; 97. Volleyball; 98. Volleyball; 99. Four Group passing triplets – scored by passers vs servers;
100. Volleyball; 101. Volleyball; 102. Volleyball; 103. Volleyball; 104. Volleyball; 105. Volleyball;
106. Volleyball; 107. Volleyball; 108. Volleyball; 109. Doubles Volleyball on Sand; 110. Volleyball;
111. Volleyball; 112. Volleyball- M&M Chair Target; 113. Volleyball; 114. Volleyball; 115. Volleyball;
116. Volleyball; 117. Volleyball; 118. One Minute Serving; 119. Volleyball; 120. Volleyball; 121. Volleyball;
122. Volleyball; 123. Volleyball; 124. One minute Serving to hit a flat target – the coach; 125. Volleyball;
126. Reverse Coed Six Person Volleyball; 127. Volleyball; 128. Volleyball; 129. Volleyball; 130. Volleyball;
131. Volleyball; 132. Volleyball; 133. Volleyball; 134. Volleyball; 135. Four vs. Four Deep Court Exchange;
136. Volleyball; 137. Volleyball; 138. Volleyball; 140. Volleyball; 141. Volleyball; 142. Sister/Brother Doubles Volleyball;
143. Volleyball; 144. Volleyball; 145. Volleyball; Mother Daughter Doubles Volleyball; 146. Volleyball;
147. Volleyball; 148. Triples Volleyball on any Surface; 149. Volleyball;
150. Front back spiking off pass at three meter line; 151. Volleyball; 152. Volleyball; 153. Volleyball;
154. Volleyball; Corner to Corner Alternating Four-Person Pepper; 155. Volleyball; 156. Volleyball;
157. Reverse Coed Doubles Volleyball; 158. Volleyball; 159. Volleyball; 160. Volleyball; 161. Father/Daughter Doubles Volleyball;
162. Volleyball; 163. Volleyball; 164. Volleyball; 165. Father, Son Doubles Volleyball;
166. VOLLEYBALL



Since basically you want to play the game of volleyball, part of the way to provide the fun and variety for practice needed to emphasize an area of the game, focus on improving weaknesses and such, is to simply change the scoring....here then is my list of scoring variations I have come up with over the last 30 years...There are many other variations of wash and X/Y scoring you can come up with, so get creative!

The research is clear that the game teaches the game, few drills teach the game. Gamelike training is the BEST way to get the skills in practice to transfer to the matches you will play. The idea is to increase the opportunities to respond, those chances for the players to TOUCH the ball, not watch someone touch it. Of course the kids want to play, but this does not mean that you will stop teaching proper technique or skill performance as they play. Indeed, too often kids can perform with the technique you seek in a non-gamelike drill, but not in the game. Players must perform the skills in competition, in the games you develop, not in drills. This teaching games for understanding skills is used for kids in their first experiences of the sport, and by the USA National Teams.

I will share a classic example of “always teaching” as they play volleyball games in practice. Most coaches want their right and left back row players to go from a “base” position, waiting for first ball over then the setter dump shot on two, to a deeper/more perimeter position before the third contact/spike. This base to back to base forward and backward movement is expect in EVERY rally as the team goes from offense to defense. Yet in drills, like pepper, this movement is not emphasized. Moreover, in the game of Monarch of the court, where it is the game, this base to back movement, and return, is again NOT emphasized. Get them to move in the games as you want them to, or else stop complaining when they don’t in the game, for you get what you teach/emphasize. At the same time, you should be teaching them to read/anticipate by sharing with them “why you knew that would happen” moments, and “where would a better place to put the ball have been” questions. Help them learn what you know, for it is not what you know that matters in the match, it is what your players know.

## SCORING AND GAMES COLLECTION

**X before Y** - One team has to get “X” number of points before the other team gets “Y”. This is most common with Four before Two and Seven before Three. You can set this ratio to fit your team, and let the starters have a real challenge to beat the bench players.

**X out of Y** - The team who gets the most points, X, given the number of balls Y introduced by the coach

**X in a row** - The winner has the highest number of points in a row. When the team getting the points in a row errs (including the opponents success in any way) the counter is reset back to 1 (as the one team just got that point) and the other team works to get the highest number of rallies won in a row.

**X in Y minutes** - Playing games by time and not score is one option. Playing to see who can accumulate the largest number of points in each unit of time, with an overall aggregate total at the end is another option.

**Criterion** - In any game, certain point numbers are designated as criterion points. The first team to reach that point gets bonus points. You can also “bet” additional points at these criterion points.

**Team Spelling** - Rotationally, team spells a word out loud before tossed ball hit the floor.

**Bucket of Balls** - There is a stated time limit and a set number of balls in the cart. When a ball goes dead, it is gone. The players have only the balls in the cart to keep going for the set block of time.

**Handicapping and Reinforcing** - This concept is at the discretion of the coach. Commonly the starters might have to perform something three times, while the second group has only to get two successes. In any game, you can give 2 points for the team behind and 1 point for the team leading.

**Start in the Frying Pan** - Start at 12-12, 23-22, 20-20 or 14-13, etc. - not at 0-0

**Bongo** - A team must win "X" number of rallies to get a chance to serve for a point on the scoreboard (A Neville/Beal National Team creation)

**Twofer Serves** - Each player serves two in a row, no more or less, taking momentum out of the game - and at the lower levels, eliminating the 15 serves in a row by one server situations.

**ScoreFlip** - At any time, for learning, competitive and intensity reasons, the coach can reverse the scores. No complaining, each team must then deal with the score as it then stands, using whatever point scoring variation being used. Thus the starters might go from a 14-10 lead to suddenly being down 10-14.

**Final Point Mountain** - You have to score "X" number of consecutive little points to score that final point.

**Spell Supercalifragilisticexpialdoocus or IT** - This is used in the cooperative and transitional scoring phases, where long or short words must be spelled out, getting one letter for each three hit net crossing by the at the moment cooperating teams. Once the word is spelled, the teams can go into competitive mode for that rally and can then score an actual point, or can continue to cooperate to see what the highest number they can reach together.

**Negative Points** - A point does not count if a player performs an undesired action. For example, if Sue hits a spike with a closed fist (and you as coach want an open hand with wrist snap), the rally does not count. Points can also be taken away for pre-discussed attitudes, or lack of hustle.

**Wave Wash** - Winners go under net, losing side backrow moves off court.

**Weighted Scoring** - 0 for free ball, +1 for a down ball, +2 for an attacked ball, - 2 if not put over net, -1 if not put into opponents court.

**First Ball Killed** - The point can only be scored on the first rally, by the team getting the ball while the team defending will get a point for winning the rally at any time. The wash comes when the team getting the ball puts the ball away but not in the first rally.

**Eternal Rally** - Simply keep throwing in balls, monitoring the players fatigue factor, to see how few balls, how many balls, or how long the team can play in a constant rally.

**Scramble** - You give each side "X" minutes to successfully score points in free/down ball situations. Unforced errors can be negative points, while no effort by either side can take the teams back a rotation.

**Peer Pressure Goal** - Play for one continual minute, with everyone going for the ball hard, and/or everyone staying low, or whatever a main goal is. Should someone not do the demand, 1. Stop drill, 2. Announce name, 3. Restart drill at zero again.

**Time Ball in Air** - A set amount of time that no ball can hit the floor, as the whole team must keep their balls off the floor. If coach sees or hears a ball hit the floor, team restarts the clock.

**Hat Scoring** – Put all sorts of scores in a hat, 22-24, 12-14, 12-12, 14-12, 21-21, 10-20, 20-10 etc. A player draws out the score and the training session starts with that score.

**M&M Chair** – Remember vertical targets are NOT right for serving, but they ARE good for Passers. So leave an empty chair with a tube of mini-M&Ms on it. First passer to hit the chair gets to sit there and *slowly* eat M&Ms until another passer hits him/her and takes his/her place.

**Wash Games** - Created first by USA National team coaches Doug Beal and Bill Neville, are just one way to enhance how the game teaches the game. This is done by having the coach add one or more balls into the game immediately, while players need to learn how to clear the ball off the court fast and safely to be able to focus on the next ball. An important fact of these kinds of fast added ball drills is that research shows players get up to 50% more touches on the ball in the same amount of time as in a standard scrimmage. Equally importantly, the players learn a key gamelike thing, of competing, with winners and losers in some manner or form. The higher intensity also teaches each player how to handle a pressure level that is higher than most matches.

**Wash scoring** - Is named from the concept - “I paid for lunch and you picked up dinner so it’s a wash.” Thus, in order to get a point on the scoreboard, a team must win two or more rallies. If one team wins the served ball rally, and the other team wins the coach-introduced-ball rally, it is a wash. Rally scoring is used, not sideout scoring. Keeping track of the scoring in this higher intensity situation can be its own challenge. I use my fingers, raising one or more on the side of the team that has won the little points, before a big point is reached. Other coaches use the balls being carried to be added in, while others use a team manager or player out of the game to keep score. The art of coaching includes letting them argue about the scoring, to see who has the best recall of the team, though the objective is to touch more balls in the same amount of time, not practice arguing. This art also includes determining which team gets the coach-introduced balls, as they can be given to the rally losing side, or the rally winning side, and can be given easily or aggressively attacked by the person putting the additional ball(s) into the court.

**See Ya! Tournament** - This is an instant winner/single point game run on as many courts as you have available. When you lose you move on to the next court then at the last court, return to the first court and start all over again. Scored by whoever has the highest number of one point game wins total.

**Monarch of the Court** - Otherwise known as Queen of the Court and King of the Court in single sex competitive situations. You can designate one side that the winning side defends, so that the challenger runs under the net to that side when they win the one point rally. You can also say that the winning side must change sides each time to add more conditioning to the game.

**Match-ups** - Hitter vs. Blocker, Server vs. Passer, Digger vs. Hitter, Setter vs. Blockers

**Two vs. Four** - The doubles team can hit from anywhere on the court, the four person team can block with one blocker only and must attack from behind the three meter line.

**One vs. one vs. one** - Over the net short court

**Five vs. Five** - Play without a player in position #5 or #6, or in #1, 2 or 3.

**Six vs. Three or Six vs. Two** - You start three vs. three or two vs. two, the side that puts the ball over after their first three hit rally then goes to four or six players then on the court. Should the other side get the ball back over also with three hits, goes to four vs. four or six vs. six. The side that wins get to split up and stay on both sides, the losing side splits to become the add-ins when the ball crosses the net.

**Prisoner Volleyball** - each rally point scored, the winning side gets one of the other side's players, the player who made the error or who was closest to the ball as it was killed.

**Tip/Hit Scrimmage** - You can spike only if a one person block forms, if two or more blockers form, you must one handed or two handed tip to beyond the three meter line.

**Softball** - This has as many innings as there are players on one side of the court.

- ☐ Each half of an inning is over when pitching team (serving) gets three outs.
- ☐ An out is achieved when the batting team (team receiving) either errs or the pitching team stuff blocks/ace serves/transition kills.
- ☐ An untouched ace serve is a double play.
- ☐ A stuff block is a double play
- ☐ Home Run - batting team kills ball on first attempt
- ☐ Triple - batting team gets point before or at the second net crossing of the ball
- ☐ Double - batting team gets point before or at the third net crossing of the ball
- ☐ Single - batting team gets point before or at the fourth net crossing of the ball
- ☐ Any longer rally is a foul ball
- ☐ Serves into net are a ground rule double for the batting team
- ☐ Serves out over net are a walk for the batting team

You can give any kind of hit or out for actions desired, letting the team define things as the game develops. (eg, a triple play if no one even moves for a ball, or a stolen base because of the extra hustle or team play by a the batting team.)

**Football** – Creating football levels of wash scoring, you get to keep getting the ball, and after 2 successes in a row, you can opt for a “field goal” getting three points. If the opponents block your attempt however, they “run it back for a touchdown.” You can wait and go for 6 in a row, thus a touchdown, and then go for an extra point, or go for two by killing the ball from the back row. Play for 5 or 10 min per “quarter” and switch sides at each quarter, giving them a 2 min break for “halftime.”

**You Da Star** - One vs. Six, if the single player can touch it, stays on.

**Got the Whole World** - Five servers vs. one passer on both sides of the net at same time. If you can touch the serve, stay on.

**Golf** (shoot for hula hoops) - Keeping track of the number of serves to hit into the hoop/target. Lower skilled players get holed out if they hit any part of the target. Higher skilled must hit completely in the target boundaries.

**Hit or be Hit** - Everyone hits the same hit, backrow or high outside most often. If ball is hit out or even touches the net, that player must lay down on other side past the 3 meter line. All players hit until just one is left who then gets to hit 5 in a row from wherever desired.

**Sweets** - Kudo candy bars, tootsie rolls, popsicles as pattern interrupter awards. It is amazing how hard a player will train for a mini-tootsie roll.

**Play Sitting volleyball, Special Olympic volleyball, Sepaw Takraw, Doubles, Triples....just PLAY Volleyball, for that is really the only “drill” that matters....** - I have been lucky to do clinics in all 50 states and about 30 nations...every clinic, we swap ideas as unlike apples, where swapping gets you just one thing, exchanging ideas gives you both more and more. USA Volleyball hopes you find these scoring ideas and “drill” options of value in guiding you to success on and off the court, for we are all “Bridge Builders” as poet Will Allen Dromgoole so wonderfully wrote ----

An old man, going a lone highway,  
Came at the evening, cold and gray, To a  
chasm, vast and deep and wide,  
Through which was flowing a sullen tide. The  
old man crossed in the twilight dim; The  
sullen stream had no fears for him; But he  
turned when safe on the other side And built  
a bridge to span the tide.

“Old man,” said a fellow pilgrim near,  
“You are wasting strength with building here;  
Your journey will end with the ending day; You  
never again must pass this way;  
You have crossed the chasm, deep and wide  
Why build you the bridge at the eventide?” The  
builder lifted his old gray head:  
“Good friend, in the path I have come,” he said,  
“There followeth after me today  
A youth whose feet must pass this way.  
This chasm that has been naught to me  
To that fair-haired youth may a pitfall be.  
He, too, must cross in the twilight dim;  
Good friend, I am building the bridge for him.”



# VIDEOS TO SHOW DURING CAMP

Lion's Cup- Found on the USAV SportKit DVD

12's Rally- Found on the USAV SportKit DVD

133 Volleyball Digs in 3 Minutes - <https://www.youtube.com/watch?v=v6eEefbwYvA>

Anne Matthes Volleyball Serve - <https://www.youtube.com/watch?v=wClpoQmZMyA>

Awareness Test - <https://www.youtube.com/watch?v=Ahg6qcgoay4>

Beautiful Ultra Motions from EuroVolley - <https://www.youtube.com/watch?v=HSwC8dHowhc>

Blake Griffin Jumps Over a Car - <https://www.youtube.com/watch?v=P0C6uTGtZTc>

Canadian Paralympic Committee Unstoppable - <https://www.youtube.com/watch?v=VUYUvY6quE0>

Christiano Ronaldo Tested to the Limit- Mental Ability - <https://www.youtube.com/watch?v=t03LHpeWnpA>

Footvolley Promo Video - [https://www.youtube.com/watch?v=tCjP1r\\_C7D8](https://www.youtube.com/watch?v=tCjP1r_C7D8)

Girl Juggles 5 Balls with her Hands and Feet - <https://www.youtube.com/watch?v=QfhvM5AoFsg>

Jamie Escalante- Math..Who Needs It? - <https://www.youtube.com/watch?v=QfhvM5AoFsg>

Thailand School Championships - <https://www.youtube.com/watch?v=1t0Cg3POuPA>

Pitch Back Juggler - <https://www.youtube.com/watch?v=aUMhskwjCmM>

Owl Transformer - [https://www.youtube.com/watch?v=WRXT\\_TrUbiw](https://www.youtube.com/watch?v=WRXT_TrUbiw)

Samoloooot - <https://www.youtube.com/watch?v=GleJ9AiMhAc>

Volleyball Self-Set Kill - <https://www.youtube.com/watch?v=hdjRAJ8AxtM>

Unicycle Freestyle - <https://www.youtube.com/watch?v=VrUiBbDsXms>

# DISCUSSION TOPICS

## GOAL SETTING

- Intrinsic better than extrinsic
- Developing SMART goals- Specific Measurable Attainable Realistic Timely
- Write down your goals and put them somewhere you see them every day (mirror, desk, etc.)
- Self-evaluate. Where are you now?
- Visualize your goals and make them come alive
- Re-evaluate as you go along

## WINNING THROUGH RELAXATION

- Confidence is the antidote to fear
- Relax in the face of competition
- Be in the present—always focus on the next play, not the last

## MENTAL IMAGERY

- Visualize proper execution
- Always visualize doing proper movements
- Imagine skills in slow motion so you can see each detail as you do it
- Recall success from the past and visualize

## PERFORMANCE vs. OUTCOME

- Do not focus on winning, instead, focus on being the best player you can be
- Be able to control your emotions and not show outward frustration on the court
- Find a pre-game routine that works for you
- Be able to control the momentum of the game—stalling ideas
- Winning through cooperation, there is great value to a good substitution

## POSITIVE vs. NEGATIVE ERRORS

- Serve- Out of bounds/into net
- Pass- Too high/too low
  - Too far right/too far left
- Set- Too high/too low, inside the court/outside the court, off the net/tight to the net
- Attack- Out of bounds/into net, ball out front/ball behind head, tip an ok set/tip on bad set, swing arm too fast/swing arm too slow
- Block- Not blocking/touching the net, hands facing into the court/hands facing out of bounds
- Dig- 30 ft. ball straight up/ball hitting the floor, misjudged extension/no extension



# DISCUSSION TOPICS CONT.

## COLLEGE RECRUITING

- If you want to play, there is a place for you (club, NAIA, DIII, DII, DI, Junior College)
- Must have good time management, self-discipline, commitment skills
- Research, research, research- Look online, look at player bios, coaches, location, etc.
- Game is different than HS- Harder hits, faster pace, tougher serves, etc.
- You may go from being the star of your HS team to the last substitution on your college team- are you okay with that?
- Redshirt & walk-on definitions
- Scholarship value is different at each division. Academics can also play a role

## CHARACTERISTICS OF A TEAM PLAYER

- Positive attitude
- Solid work ethic
- Communicates well
- High-fives with all-teammates
- Smiles
- Hustles
- Great eye-contact
- Good listener

## TAKING CARE OF YOURSELF

- Nutrition is important- especially if you want to be a great athlete
- Weight training helps build muscles—ask a professional if you want to get started
- School come first! Keep your grades up so you are eligible to play the entire season
- Get plenty of rest. Try to limit the amount of time you spend on electronics
- Practice good hygiene—wash your athletic gear and shower regularly
- WATER WATER WATER- try to drink up to 8+ full glasses each day





# **BRIAN SWENTY- EXAMPLE**

## **Running a Successful Volleyball Camp – My Journey**

By Brian Swenty

You have a passion for our wonderful sport that you want to share with the world. Perhaps you want to raise extra funds for your particular program. Maybe you want to pursue a new business opportunity. You have coached and / or played at various levels over the years. You have thought about how to tackle new projects, and one in particular, is always on your mind - running your own volleyball camp or clinic. If you are anything like me, your first question is: where do I start? Well, at the beginning, of course. I now have a few years of experience in running camps and clinics all over the world and hope that my stories and tips will help you in some way to realize your dream. Once you begin a major project, the questions come faster than the answers, so this article will focus primarily on how you can best handle the “big rocks”, or most important challenges.

### **Mentorship:**

I am a big believer in having mentors – people with far more experience than you who you can reach out to when you have those hard to find answers. Our volleyball world is full of them and I have had many. Don't be afraid to just send an email. A colleague at the school I worked at was very experienced in running clinics and was an invaluable source of information. Reach out to everyone and anyone who will listen. One of our game's best stewards, John Kessel, will help anyone who asks, and I was no different. I simply sent him an email with that very question, “Where do I start?”, for I had no idea. He sent me a document written by him called, “USAV Camp Prep Guide” which I will reference throughout this article. It was my starting point for the nuts and bolts of how to get things done, but I still needed guidance as to what I really want to accomplish. That could only come from me. Here is what I had to answer:

### **Type and Scale of Camp:**

What did I really want to do? What kind of camp did I want to put on? You should answer this question first. Do you want a day camp? How long will the sessions be? Over how many days? Will it be an “All-Skills” camp or more focused such as a “Hitter” or “Setter” camp? What age and skill groups will I focus on? How many camp attendees will I shoot for? I decided that the best for me would be an “All-Skills” camp broken down by age and then skill tested for appropriate grouping for no more than 60 campers over a three day period. That way, I could teach the whole game (which I knew my campers would need) and still deliver a quality product.

### **Facilities:**

The next step is to determine what facilities you will need, how many courts you can set up, and whether you are guaranteed their use for your dates. In some ways, reserving the facility is even more important than your decision to run a camp. Without a place to play, you are dead in the water. Determine how many courts you will be able to set up and figure 12-14 players per court.

### **Programming:**

How am I going to plan to deliver instruction? What will the schedule be? Will I do a day commuter camp or house campers overnight? Do I need to feed my athletes? Can I do multiple sessions in a day with different campers? How long are sessions? Do I do a morning, afternoon, and evening session? Who can attend each? My suggestion is to start with a day commuter camp your first time out. Overnights and food are a real

nightmare and require a great deal of planning and liability considerations. For a day camp, I would definitely plan for at least 3 hours of instruction delivered in multiple sessions. It is really up to you decide how long you want sessions to be but keep these guidelines in mind:

You typically want to keep overall sessions in blocks no longer than 2-3 hours.

Factor in about 50-55 minutes of training with 5-10 minutes of rest.

If you do multiple sessions, you should provide a meal time of at least one hour, perhaps more depending on the availability of food. If food is not nearby, or is difficult, consider building a meal into the price of your camp. Parents often appreciate this as they like to know that they can drop their child off at camp and trust that their child will be cared for appropriately by responsible adults.

If you are doing an overnight camp, meals and the facilities to properly feed campers will surely need careful consideration.

### **Coaches and Staff:**

Who is going to provide instruction? Will it just be you or other coaches? Will your players provide instruction? If so, make sure they are capable of doing so? Older players make great models for younger campers. If you have to hire additional qualified staff, consider compensation. Will you pay them? If so, how much? If not, how will they be compensated? Staff shirt, meals, gas reimbursement, hotel? Consider insurance and liability implications. You should have sanctioned and insured coaches to cover yourself. If not, you can be held personally responsible for anything that might occur. You don't want to be a case-study example what not to do.

### **Expenses and Revenue:**

This is what often motivates many to run a camp, but also prevents many from taking the plunge, and rightly so. You are going to take tremendous risk in running your first camp financially. As the saying goes, "without great risk, there is no reward." You must determine how you will make money or at least break even. Hopefully, you answered this question based on your motivation for running this camp in the first place. Is this a fundraiser for your school or club team? Are you running this as a business venture and need to make a profit? Are you simply looking to break even and provide a learning opportunity for kids? Regardless of your motivations, you need to do some serious math and budget planning. How much will you charge? What are your major expenses? How many campers do I need to break even? To make a profit? You need to develop a per court cost and revenue formula. For example, if you have 3 indoor courts with 12 players on each court, and you are charging \$100 per camper for a three day camp with three sessions, you can expect to get \$3600 in revenue for that camp. If you have an afternoon session, multiply by 2 to get \$6,400 total possible. Now, bear in mind that this is best case. Add up your total possible expenses to determine your break even point. Any monies over that amount are your profits. Always err on the side of caution as you MUST break even at the minimum if possible. I lost money on my first camp and had to really cut costs for the second to make up for the shortfall. Either way you look at it, you are running a business, and must treat it accordingly. Create a spreadsheet and enter everything possible you believe will cost you such as:

Staff salaries or honorariums (ways of paying coaches without really calling it a payment)

Extra Balls and Nets if necessary

If you are using your existing balls, this will save money

T-shirts if you are providing them – always plan 15% more than you think you will need. You never want to not have one and you can always sell them at a discount later.

Meals if provided (consider planning to feed and have your coaches' favorite snacks and beverages on hand). A happy coach is a productive coach.

Facility Rental fees

Insurance

Unexpected incidentals such as ball pumps, that water bubbler one of your camper's broke that you must now pay to replace, trash bags, and toilet paper.

Cleaning if not included in facility rental – One year I had to rent one of those carpet cleaning machines because kids spilled drinks on the carpet. That ate \$200 from my profits.

### **Equipment:**

This category should really go under the expenses section. I separated this because I wanted to emphasize the importance of developing vendor relationships and how managing your expenses properly can really affect your bottom line. You may just have to buy a few t-shirts, roll out a cart of balls in your home gym, and you are set, but the real reality is that if you can figure out a way to save \$1,000 by buying balls and t-shirts at the right price, that is more money in the "black".

### **Insurance:**

Insurance is a must for your own personal coverage. No one thinks getting sued will happen to them. I certainly did not want to find out the hard way. You should consider sanctioning your event with USA Volleyball or the AAU and purchasing insurance for you, your coaches, and each of your participants. Campers and parents will appreciate the legitimacy this provides. And you will count on the coverage. You should also have a procedure for forms such as a physical, injury waiver (although know that just because someone signs a waiver, does not mean you cannot be held liable in the future).

### **Competition:**

What is your market? Are you the only show in town or are there others camps competing against you? Major colleges and other organizations charge anywhere from a few hundred to over a thousand dollars. Consider that they have major expenses and are offering a different product. Is there a cross-town high school coach or club that already has a camp? If possible, check pricing on-line and see what others are offering and how much they are charging. Are your dates competing with those of already establish camps? Are you trying to attract the same type of camper? Again, you need to consider the product you are offering and what it is going to take to establish your reputation. I started with 74 campers one year and by the fourth I had 235. This did not happen by accident. I made some mistakes, but clearly I was offering a product that people wanted to be a part of. Camp participation and a positive word of mouth review will be your best advertising in the long run.

### **Registration:**

Lastly, you will need to decide how you will handle registrations. My first year, I did everything via the mail. I vowed that I would never do that again. EVER. I literally spent 75% of my time going back and forth from the post office / mail box and answering emails from parents seeing if I received all the paperwork. It was an absolute nightmare. I would suggest figuring out a way to register on-line, and if in your budget, accept web/electronic payments. You can create a Google or Adobe form to see who is scheduled to attend. There are many websites that can accept payments, organize attendees, and even send out email blasts. These are typically

a few for service with a minimum flat fee plus an additional percentage of your total cost. This could be a significant expense, but one I recommend as it will free up a ton of time.

### **Advertising:**

You have to get the word out. Create a colorful flier with all the necessary information. Send out packets to local clubs, high school, middle schools, PE teachers, etc. Consider ads in local papers. I even went so far as to book a slot on the morning radio show – anything to get the word out. Remember, that most people will need to be exposed to multiple media outlets before they act. Keep pushing.

Good Luck and Happy Camping!

### **Misc:**

Here is a sampling of John Kessel's Checklist from the "USAV Camp Prep Guide". I found it immensely helpful (and also daunting) as I now realized what I had really bitten off.

#### **Overall Checklist/Timeline**

- Set up camp dates and reserve facilities
- Arrange, including anchor installations, for denser court setup with 2 meter safety buffers still there.
- Design brochure - photos, copy, printing arrangements
- Design camp logo
- Decide on camp t-shirt source, shirt style, graphics.
- Order player t-shirts and special staff collared shirts, sweats, etc.
- Write and phone all staff members, international to local, to ascertain available dates
- Hire Camp Certified Athletic Trainers
- Order training supplies, coolers and fluid replacement drinks.
- Secure a camp doctor to be on call, if a local hospital is not available.
- Arrange for use of pool, indoors or outside, and lifeguard
- Locate and make arrangements with a printshop, or use of copier/ditto machine
  
- Meet with camp accountant and decide on next year's camp fees and staff pay scale.
  
- Meet with food service and arrange for meal hours, fruit and juice enhancements and other athletic modifications.
- Design or approve the camp menu rotation.
- Hire camp photographer, set dates for all camp photos and decide on copy and size of the all camp photo.
- Inventory and prepare equipment.
- Low impact floor tape  
(Specialty Tapes, Division of R.S.W. Inc.)  
(PO Box 1423, Racine, WS, 53401 414-634-6688)  
3M 471 tape
- Bulk order balls
- Electric air pump
- Coaching platforms (NO chairs, they are not safe)
- Court net set ups, how many courts possible?
- Divider nets
- Antennas
- Videotape system, including dartfish ([www.dartfish.com](http://www.dartfish.com)) LCD projectors or large as possible monitors
- Cameras
- Blank tapes

- Monitors & stands
- Patch cables, splitters, extension cords
- BALL CONTAINERS
- Tool kit with set up hardware, including cable, clamps, come-a-long, hooks
- \_\_ Establish a video library of volleyball tapes. Possibly DVD and slide shows as well. Must have include 1988 and 1996 Olympic Technical Videos, and 2000 NBC Olympic Highlights and 1983-90-99 Japanese Elementary School Championship videos
- \_\_ Signs for check in, courts, movie nights, staff meeting, etc. and posted.
- \_\_ Housing services
- Daily costs
- Linens, blankets, pillows, wastebaskets, fans, etc.
- Staff benefits on refrigerators, fans, linens
- Emergency procedures, for fire, sickness, etc.
- Contact Phone number for dorm residents
- Dorm head resident and wing counselors (coaching staff or specialists)
- Check-in procedures
- \_\_ Master Keys, or Building supervisor situation for room access
- \_\_ Arrange for all camp meeting room - air-conditioned - if necessary.
- \_\_ Contact last summer's staff for an improvement evaluation of our procedures and philosophies. This evaluation is important for what they have had time to reflect on regarding their experiences.
- \_\_ Obtain USAV camp membership with RVA, to include inexpensive liability and accident insurance policies for each camp.
- \_\_ Mail sites certificates of insurance.
- \_\_ Check on any Board of Health, City and Campus Codes the camp must adhere to.
- \_\_ Order items to sell at camp store. Food, volleyball equipment, books, etc.
- \_\_ Possible graduate credit through a school for coaches section clinic.
- \_\_ Contact the USA Volleyball National office, 715 South Circle, Colorado Springs, Colorado, 80910, [www.usavolleyball.org](http://www.usavolleyball.org) 719.228.6800
- \_\_ Coaches Certification program relationship
- \_\_ Youth and Junior Olympic volleyball information
- \_\_ National Camp resources
- \_ Publicize camp with:
  - Personal school visits
  - Conducting and visiting other clinics
  - Write all area coaches
  - Run ads in state high school tourney programs
  - Place ads in newspapers and volleyball magazines
- \_\_ Transportation
- \_\_ Campus policies for all campers
- \_\_ Parking stickers for commuters & residents
- \_\_ Day one arrangements, so no one gets a ticket
- \_\_ Staff Parking special arrangements
- \_\_ Bus system for remote sites
- \_\_ Staff arrival & departure arrangements
- \_\_ Camp Secretary
- Camp information sheet with Map
- Pre-conditioning program
- Registration system (computer, name trays, etc.)
- Medical forms
- Skill/address cards

- \_\_ Write, update and print new:
- \_\_ Camper Handbooks
- \_\_ Camp Coaching Manuals
- \_\_ Coaching Clinic Schedule
- \_\_ Player Clinic Schedule
- \_\_ Daily Newspaper Master Pages
- \_\_ Player & Coaching Clinic Evaluation Sheets
- \_\_ Daily Camp Schedule
- \_\_ Skill Test/Address Cards

## **ALL STAFF MEETING FUNCTIONAL AREAS**

- \_\_ Who is a new part of the staff family? - Staff Biographies
- \_\_ Registration/Check in - responsibilities, Hand out Skill/Address Cards
- \_\_ Food Service - Hours, site, coaches cut in line
- \_\_ Head Counselor - Linens, Refrigerators, Fans, Laundry (Staff/Campers)
- \_\_ Camp Store - Organize, Inventory, Location signs, Hours, Commuter shopping
- \_\_ Secretary - Signs for all camp activities - start with Registration, Camp newspaper, Office location, Typewriter, Dittos, Pre-arranged print access
- \_\_ Trainers - Ice supply, Coolers, Cups, Lockable room or area & supplies, Swimming pool access, Pool hours, Lifeguard situation, Don't "Go see the trainer," it is "Go see \_\_\_\_\_"
- \_\_ Equipment Mgr. - Balls, \_\_\_\_\_ Containers, Ball Storage Room & keys, Light Power key, Basket Raising winch or key, Can we use "Toss Backs," Coaching Clinic room # \_\_\_\_\_, P.A. System, Clock, Coaching platforms, Scoreboards, manual scoreboards, Cassette deck, Access keys, Video system & rolling stand, Power extension cords, Slide projector, Screen
- \_\_ Courts- Setup, Safety, Weighted base standards, Floor tape (different colors) , Nets, Cables, Hooks, Clamps, Tool box, Antennas, Ball inflation area.
- \_\_ Coaching - Staff Shirts, Keys, Camp Evaluation, Skill test setup (Vertical Jump Tape) Transportation, Resume cards, New staff, Patience/Friendship/Fun
- \_\_ Church - If camp has a Sunday, arrange for Service transportation to fit camp
- \_\_ Evaluation - Use tally sheets from file.
- Invite specific event comments from staff (Night four, awards lunch, etc.)
- Invite specific functional area comments (Secretary, Store, Equipment, Trainers)
- \_\_ Anticipate next camp - Number of players, Number of courts, Ball needs, Assistant Coach Experience Participants, Assign staff skit for party, Other new campus mechanics

## **ROAD**

Staff assignments blur on the road. You'll have a primary responsibility, but you'll have lots of secondary MUTUAL responsibilities. Everyone should jump in to help.....

Retain identity, eat in same area of big dining hall, Dorm happenings

Van keys - Primary responsibilities for each vehicle

Why this camp?

- I - A standard of quality
- II - A commitment to all levels of player and coach development regionally
- III - A commitment to staff coach development - for camps & season efficiency
- IV - A not for profit organization
- V - USAV connected - the national governing body with the possibility of a lifetime of involvement as a

competitor or coach.

VI - Family of volleyball overtones

Mechanics & Involvement

\_\_\_ Cash advances - major and minor

\_\_\_ Store charges

\_\_\_ Assistant Coach Experience program; Master coach qualifications

\_\_\_ Days off - amounts, relaxation or fun & travel

\_\_\_ Meals - cutting in line - days off - charges or reimbursement

\_\_\_ Drugs/Tobacco/Alcohol Policies

\_\_\_ Partying - Don't affect other staff

- Don't affect your work

- Don't flaunt or parade in front of campers

- Not in the dorm

\_\_\_ Camp functions - setup/takedown, pool workouts, dorm lounge and snack bar mingling, camp get togethers, banquet jobs, staff shirt use

\_\_\_ Support the Support Staff

\_\_\_ You are an extension of the USA National Team head coach, no matter what your coaching background.

Learn and adapt your philosophies to our teaching styles and techniques, for all camp consistency. Make sure to use the self-evaluation checklist after each session and camp.

\_\_\_ Some time during the last camp you will do for us, turn in a written evaluation of what we are doing right, and what and how we might change camp next year to improve it. ‘

## A.C.E. MEETING

\_\_\_ Intro of key staff

\_\_\_ Fill out coaches staff card

\_\_\_ Staff shirt

\_\_\_ What level group do you want?

\_\_\_ First session skill key concepts

\_\_\_ Skill test responsibilities

\_\_\_ Write down anytime, so the idea isn't gone

\_\_\_ Attend Rookie meeting

\_\_\_ Next meeting time and location

\_Meeting #2\_

How is it going? This is check base time, there is time to change horses, plans of attack.

\_\_\_ Goals at start of camp, are you accomplishing them? What's still to do?

\_\_\_ Are you doing the ASSISTANT coaching role? Comfortable with it? Ready to solo

\_\_\_ Working with -Head Coach, Trainer, Coach's Clinic, Rest of staff

\_\_\_ Drop by Coaching clinic to talk to them about the ACE program

\_\_\_ Closing evaluation meeting time

\_Meeting #3\_

\_\_\_ Specific Evaluations by the ACE

Did it work for you to be an assistant coach?

Did you understand what it meant in camp info flyer

Early arrival, staff meeting & intro integrated all right?

When/did the group accept you?

Evaluate your master coach

Are our requirements for this experience judged correctly?

Did you chose correct skill level?

What do you see the impact was on the players in your group?

Did you get enough help from the head coach?

How did the talk to the Coaches Clinic go? How can we get more people to join the ACE program?

\_\_\_Staff Coach Evaluation

What happened?

What should the ACE do for next season; next summer?

Identification of coaching strengths and weaknesses

Additional Resources:

[http://www.volleyballcampguide.com/volleyballcampguide.com/Camp\\_Basics.html](http://www.volleyballcampguide.com/volleyballcampguide.com/Camp_Basics.html)

Attachments:

USAV Camp Prep Guide by John Kessel – USA Volleyball - Director of Sport Development



# EXAMPLE MEDICAL FORM

## MEDICAL POWER OF ATTORNEY

A.C.E. Volleyball Club

Vilseck, Germany

**Period of validity:** June10 -August 19, 2014    Name of Student: \_\_\_\_\_

In the event that my dependent (NAME) \_\_\_\_\_ is injured or becomes ill, necessitating immediate medical examination or care, while under the supervision or while participating in any activities sponsored by A.C.E VBC, CMR 411GD 37, APO AE 09112, I authorize and release to any agent of ACE VBC, to take my dependent to any U.S. military facility or any civilian hospital if deemed necessary by the above referenced individual.

I understand that the personnel of ACE VBC will use all diligent and reasonable efforts to contact my spouse or me. If personnel of ACE VBC or the U.S. treatment facility can contact neither my spouse nor me after reasonable attempts, I authorize and release any physician or other qualified medical personnel to examine my child. I authorize any and all emergency care necessary for treating injuries or illness involving immediate danger of life or limb of my dependent. I further authorize non-emergency care necessary treatment such as suturing superficial lacerations, treating colds, minor allergies and minor gastro-intestinal upsets, splinting sprains, casting uncomplicated fractures, or other similar treatments.

### MEDICAL INFORMATION ABOUT THE ABOVE NAMED DEPENDENT (to be completed by parent)

My dependent has the following medical problems (such as diabetes, seizures, asthma, heart and kidney disease):

\_\_\_\_\_

My dependent is allergic to the following:

\_\_\_\_\_

My dependent takes the following medications on a regular and/or "as needed" basis (list name, amount, and purpose of each medication): \_\_\_\_\_

### EMERGENCY CONTACT INFORMATION (to be completed by parent)

Sponsor's Name: \_\_\_\_\_

Sponsor's Home Address: \_\_\_\_\_

Home Phone Number (Full Area Code): \_\_\_\_\_

Sponsor's Work Phone # \_\_\_\_\_

Sponsor's Mobile Phone: \_\_\_\_\_ Other Contact Number: \_\_\_\_\_

Sponsor's Unit or Agency: \_\_\_\_\_

Other Names and Phone Numbers to Use in Case of Emergency if Parents are Unavailable:

Signature of Parent \_\_\_\_\_

Date: \_\_\_\_\_

Medical Record Social Security Number \_\_\_\_\_ Student's Social Security Number \_\_\_\_\_

Are you a Civilian "Pay Patient"? \_\_\_\_\_ Yes \_\_\_\_\_ No

**PRIVACY ACT NOTICE:** AUTHORITY: Title V, Sec. 301. PRINCIPAL PURPOSE: To refer to emergency medical facilities in parents' absence. ROUTINE USES: (a) To obtain emergency medical care when parents cannot be reached; (b) To provide emergency contact names; (c) To supply health and medical information about student. This form is used by ACE VBC Agents and trained medical personnel in emergency. Social Security number of sponsor is required by military medical facilities in case of emergency referral. MANDATORY/VOLUNTARY DISCLOSURE/EFFECT OF NON-DISCLOSURE: Mandatory

## **Insurance and Medical Cards**

**Non-TriCare members must provide a photocopy of their insurance cards. In the event your child needs care at a local hospital, this information is necessary.**

