

## CHAPTER 6: VOLLEYBALL DRILL DEVELOPMENT

Just as great coaches challenge their players to be creative on the court, coaches in this **IMPACT** course are being provided with key fundamental ideas and drill formats and are also now challenged to create what they need to develop the best drills that will be applicable to their own teams and situations. **The best coaches are always seeking to learn more**, and aren't satisfied with just being handed more drills. Every year spent coaching should improve a coach's performance. Good coaches go watch the best volleyball played in their area, whether it is collegiate or USA Volleyball open tournaments. Good coaches attend coaching clinics beyond this **IMPACT** clinic. Good coaches will watch video and DVD's, and read volleyball and coaching books, like the excellent book **Coaching Successfully** by Martens, Christina, Harvey and Sharkey. **Good coaches are lifelong learners!**

### MAXIMIZE MEANINGFUL MOVEMENTS and SUCCESSFUL CONTACTS

In this process of drill development, remember to teach and improve on skills - do not just teach the athletes more drills. One of the worst things coaches can do is to keep changing and using new and different drill formats every practice, so the players spend much of their mental energy trying to figure out **how to do the drill**, rather than **how to perform the skills**. The **BASE** Drills that are covered later in this manual can form the basic routine for many skill exercises. The same goes for team system creation - coaches should fit the system around their players, not plug the players into a pre-determined system, unless the coach has the luxury of recruiting specific players into that system. Coaches should limit the number of options available until the system is well-understood. The key is to **maximize successful meaningful movements and contacts in every drill during every practice**.

Skill development at beginning levels is simple— demonstrate, practice it, then demonstrate it again with a new focus and practice it again. There are many ways to acquire skills. In developing drills, coaches must be aware of how to improve their drill efficiency. Players do not have the time to acquire skills they generally never use.

Some drills can be made more efficient by speeding up the pace. However, coaches must still allow for sufficient time to make a comparison to process the feedback internally as well as externally. Certain drills can be positively modified simply by adding an additional ball into each group, or making each group smaller.

Coaches can develop self-discipline, self-direction and self-coaching in their players by removing themselves from the drills as soon as possible. Make players understand that their coach only has one pair of eyes and cannot be everywhere at once. If players are to get better faster, then **they - not their coach** -need to control their improvement.

Many players (and some coaches) think that just by doing **something** they will get better. Practice itself does not make perfect. If that were true, everyone would have good handwriting, as everyone does it every day. Athletes must learn to be intent on improving, with or without the coach's direct attention. Make sure to incorporate enough ball feeders to keep all drills moving without wasting players' time through inaction. **The idea that practice makes permanent is true**. The only thing is, if athletes practice incorrectly, they will perform incorrectly.

**“Coach - When can we ...  
\_\_\_\_\_?!”**

That question predictably ends with **“PLAY”**. How often do coaches hear this question and better yet, how often do coaches heed that question by designing their practice **“drills”** to be **played like the game?!**

### NOTES:

Grouping is also important. The fundamental group size is three, often called triangles or triplets. Groups that are any smaller will cause the vital angles of the game to be eliminated. While playing with a partner and or executing drills alone or against the wall does allow for more contacts, the players are acquiring a skill action (motor program) that will not help them much in the game. Groups larger than three lessen the number of possible contacts per player. This is a big reason for the smaller team size found in youth volleyball. Indeed, scrimmages in teams of doubles and triples are in many ways just competitive small group drills!

Another “trick” while keeping the same key **BASE** drills is to set up stations. Each group of three or more rotates to do a certain skill or combination drill after a certain amount of time. This will save a good amount of time in the long run and provides yet another way to make practice the same, but not boring.

## SUCCESS

*“Beauty is in the eye of the beholder” ... and so is “success”.* **A coach’s definition of success will change as their players’ skill levels increase.** Therefore, learn to individualize the definition of success in a skill, drill or game. It can be directed at shaping a part of a skill or at successful ball contact.

**Establishing and then changing goals is also possible.** Once a certain success level is reached (for example, five good in a row or seven out of 10), simply raise the demands. Other goals can be set by using a clock to see how many successes can be reached in a certain amount of time. Points can be scored between the ball and the performer or some other adversary, using a plus/minus scale for tabulation.

**Medium Success or Above** - Players learn the fastest when their success level in a drill is medium to high. Once perfection is attained in anything but a fundamental drill, the player should be challenged by an increased game-like demand. Concurrently, players do not learn from constant failure. **Drills must have the flexibility to be made easier or tougher, as the skill levels dictate.** Medium to high success is defined in volleyball as a 50-80% success ratio.

Beginners may not be able to achieve this ratio immediately when the ball action is introduced. However, these new learners are to be judged first by the fundamental skill action, regardless of where the ball might end up due to an error in judgment or timing. Learning requires change. Good judgment is the product of experience and experience is the product of bad judgment. Remember, patience and enthusiasm are the biggest assets in dealing with beginners’ frustrations.

Keeping medium high success levels in all drills is a part of confidence building. Coaches should build confidence in players to perform in public competition, not just in practice in front of teammates.

**Start and End on a Positive Note** - It may mean that coaches must wait longer for certain drills to reach a positive end point, but starting and ending on a positive note is part of developing confidence and success.

**A Frame Of Reference** - Each coach must understand volleyball’s unique elements. **The net provides a frame of reference that must be included in all drills.** There is less value in learning to serve along the net, since all serves must go over the net in the game. Just as specific feedback is important to each player, drills must contain the specific aspects of the game. There must be an objective, and with young players who have little time to acquire skills, this should be primarily skill development while having fun. If there is time, conditioning can be added, but remember, fatigue is detrimental to learning.

**Specialize** - In six-on-six volleyball, specialization of player position may now be added. Once this level is reached, consider the player’s specialized position and skill demands in each drill. For example, it is not as meaningful for a player who is not a setter to set balls from the setter position. These non-setters should be setting balls from anyplace *except* the setter slot at the net. Also consider the rotational patterns of the team system, no matter what the level of play.

**Movement** - Most of the game of volleyball is played without athletes contacting the ball. Even while one player is touching the ball, **the rest of the team and all the opponents should be doing something involved with reading and anticipation of the next contact.** Movement and reading, without being involved in contact, is a very important skill coaches can help players to acquire. Players should always be reading and anticipating what might happen next, and moving into the best position for the next contact in the game.

A great amount of learning can be accomplished at the younger levels without using the ball. **The players must be able to model the skill as the coach desires, without the ball.** Once the fundamental skill is established without the ball, the next step is to add the ball to the drill, thus increasing the difficulty.

Too many coaches start drills first without involving any movement, then progress to *some* movement. Instead, have the players move to the ball (tossed away from them, by degrees) so they learn early on that most of the time the ball does not come directly to them, but they in fact must move to the ball. **More than 90% of the movement in each volleyball skill is done prior to contact.** Every drill should help the players acquire the movement that is a part of each skill before contact.

**Movement in a drill should also include proper positioning for the next skill.** Indeed, movement between contacts can extend the range and success in skills once they have been learned.

Drill movement begins with the single-skill **BASE** drills. Once these are understood, many of them can then be developed into the more complex combination drills. Combination drills need game-like movement between contacts. Be cautious of creating a series of movements that would never happen in game play. The last stage of movement complexity is team transition drills, where the group executes team offenses and defenses.

**Contacts** - Individual skills must also be developed into the complex options and team systems. Create what is needed, building on the solid fundamentals to add any other skill options. There are dozens of skills to learn. When including the team offense and defense systems, the drills get more complex. Specialization at the higher levels means coaches must be aware of who is doing what contact where. Once again, there is no reason for a non-setter to be trained to set at the net. The non-setters should be practicing overhand passing and setting the kinds of balls that a setter would not reach.

**Drill Or Game** - When asking players if they would rather do a drill or play a game, the answer universally is “a game!” **Take advantage of this and stop “drilling” and start playing “games.”** Even in this Manual, when reading the traditional word “drill”, mentally change the word to “game” in the gym. It will help make game-like “drills” that include scoring and also help ensure that the “game” places the players in game-like positions and situations.

Why is it that teams will compete in a one-day tournament and at the end of the day, large jumps in improvement can be seen? “We started slowly, but we almost made the playoffs,” is a common statement made by coaches. In actuality, in a pool of four, teams were on the court playing for about two to five hours - so why not get the same jumps in understanding and competitiveness in each practice? **Make each drill a game and play!**

## CREATE “BASE” DRILLS

There are thousands of drills that coaches have created. Sadly, a great many do not fit the key concepts found in maximizing meaningful movements and contacts. Too often drills are inefficient for learning or develop volleyball habits that are counterproductive in game play. Other drills do not take specificity in training or modern motor skill learning theory into account.

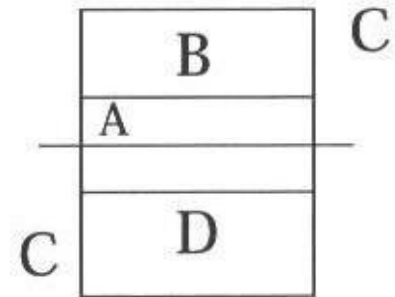
The drills included with each skill section are drills that are **Building All Skills Efficiently**, or **BASE** drills. They are built around the way a ball moves during the game. There are many angles and targets that players encounter in a game; therefore, some sort of triangle formation must be present in nearly all quality drills.

## NOTES:

**Coaches can take any BASE drill and, keeping the core mechanics, make up dozens of options for most skills.** Because the game is simpler, youth coaches should use simple drills that allow players to focus on skill improvement and consistency. Remember to repeat the same basic drills and the game-like modifications throughout the season.

Each drill has many ways to be modified that will change the difficulty and/or the skill demands. These are also ways to individualize drills so everyone achieves success. This is part of the creative process in coaching. Progress the skills from simple to complex; progress drills from simple to complex in the same manner. **The way to build success into the game play is for coaches to build their own drills and build in success experiences within each of those drills.**

**Initiation Points** - Start the drill by initiating the ball from different areas of the court (as in the adjacent diagram). Keep in mind, for example, *why* a ball might be coming from off - court (likely after a bad first contact) and make sure the habits athletes are developing are good game-like habits.



**Ball Flight Variations** - The tosser/readable ball hitter (a coach, or better yet - a player) can change the speed of the ball so it moves slower or faster than the average speed for that level. Training with a slower ball gives players more time to react and is a good way to help individuals begin acquiring the perceptual skills of reading and anticipation. The faster ball certainly makes things harder, but once the player returns to the normal speed, the ball seems to go in slow motion. Many women find this especially true when switching from coed play to same gender play.

Much like learning to ski or drive, even slow speeds can seem very fast. The ball can seem to be moving at frightening speeds for a beginner. Help everyone overcome any such fears by individual confidence building in all skills.

While a skill may have a standard ball flight or trajectory, as the pass to the setter should, players need to also experience balls that are higher and lower, as well as faster and slower, than normal. This is another way of changing the reaction time a player has to influence success levels. It is also part of developing each player's all-around skills.

Coaches may also combine these two kinds of ball flight variations, such as tossing a ball lower and faster than the player had previously experienced, as illustrated in the diagram below left.



**Player Movement Demands** - This can also be called a “ring of distance,” as seen in the above right diagram. Players learn to be able to do a skill successfully further and further away from their “home base” start position, with balls that are their responsibility. **As they learn to move, read and anticipate better, their range will increase.** Movement that begins with a hop or even a jump, progresses to slide steps and finally moves to a crossover or run. Even beginners need to learn to do most skills both while stopped and while moving. Running past the point of contact with the ball, generally while staying on their feet, will improve the quality of skill execution.

**Decisions** - Drills can be changed, requiring players to make game-like decisions. Reaction drills are created by having the player open his/her eyes upon a call from a teammate. Because each skill is preceded by some other action, coaches can add a previous skill to any drill. The same is true of adding any subsequent skill performance. In either case, the player might not be able to touch a ball, so the drill should incorporate what the real game-like action would be. Add new skill options from the **IMPACT Plus** chapters of this Manual. **By creating more combo drills, coaches will be able to have a single player touch the ball twice before sending the ball back over the net.**

**Goals** - Changing goal levels is yet another way to vary a *BASE* Drill. The goals that are set must be realistic for players at their level of development. There are very creative ways to reward a team as part of any goal. Make it fun, challenging and easy to do given the inherent fun that volleyball practice provides. **Once some level of skill control is reached, even at the youth level, drills should also add some element of “competition”.**

The winners of such drills could get a break (such as not have to stay to clean up) while the losers would stay. Scoring variations are also important in seeking to include “**competition with criteria**” in your drills often.

**Skill** - In each **BASE** Drill, simply **add a tougher skill option** from the higher-level choices. Standard formats help players focus on the skills demands themselves, especially when new options are introduced.

**Skill Development Without a Ball-** In addition to the mental skill rehearsal practice covered previously, players can perform each skill without the ball. ***This is an excellent way for the coach to see if the player is doing the skill wrong or just having problems with judgment or timing.*** If the player can do the skill correctly without a ball involved, then the skill action is understood. The player simply needs help in positioning relative to the ball, in timing of the action, or in reading what is occurring before contact. Coaches and players can never watch too many videos or DVD’s, either of accomplished players or of each player doing the skills correctly. Remember to use the video to show and **focus on the actions that are desired**, not on the errors.

**Combination Drills** - Even before players have the single-skill drills mastered, coaches should add combinations to all drills. ***Single-skill drills should be next built into double-skill combinations.*** The initial combination drill is **PASS–SET**. This is especially true in youth volleyball where the attack also will often be an overhead pass. Other combos like **SERVE-PASS, SET-HIT, ATTACK-DEFEND**, are other common game and drill examples.

As quickly as possible, add longer combinations. The key combo is **RECEIVE (Pass)–SET–ATTACK**. The pass can first be received from a toss and then progress either to serve or attack reception. Again, keep game-like drills simple and vary the skills, not the drills.

***The shorter the competitive season, the sooner coaches must begin combination drills.*** Combination drills are just that much more game-like. If success is not achieved in simple combinations, game play will be that much less successful. Coaches will also be able to coach two or more players in one group, which allows for more coaching possibilities on more contacts per player.

The final level of combination drills are coach controlled (the coach or some other player puts the ball in play in as game-like a manner as possible) serve reception, defense and scrimmages –especially wash versions. ***Once the players are able to handle the serve of their teammates, the players themselves should serve to initiate the drill or game.*** The youth game variations and resource sections of the **IMPACT Manual** also contain some good ideas for team drills, not just games. Playing is fun, but until the three skills of passing, setting and serving are well-acquired, along with the three-contact cooperation, bad habits can form. It is too easy to aim for the whole-court target to win, rather than the smaller and more difficult “**teammate target**”.

**Specialize** - If a team cannot train very often, consider specializing players in practice. While all players should learn to perform all the skills, have the best passers pass while the best hitters hit. ***Maximize the players’ strengths and minimize their weaknesses.*** Each individual player does not need to be equally strong in all six skills of the game.

**NOTES:**

Players are not equal in skills and rather than teach everyone to do all things well, specialize. So even though each should be taught and practice each skill, the better passers will pass more, while better hitters will hit more during each practice. Doug Beal, former US Olympic men's team head coach and current CEO for USA Volleyball, points out that, ***"Players do not get bored doing what they do well – that is their natural tendency and coaches should make use of it."***

**SCORING VARIATIONS** (compiled by **John Kessel**, USAV Managing Director, Region Services Programs, and **Diana Cole**, USAV Director, Coaching Education)

- ⇒ **Rally Score** - A point is scored for every serve, no side-out exists. This is the way volleyball has been scored as of Jan 1, 1999 in the world, including the Olympic Games, with best three out of five to 25 points for the first four games and the deciding set played to 15 points. Colleges went this way in 2002 while the USA high schools changed in 2003-04.
- ⇒ **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 (A) getting the points in a row errs (including the opponents success in any way) the counter is reset back to 0; on the next rally, one team will score point #1 of a new "in a row" attempt.
- ⇒ **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 (double or nothing, etc.).
- ⇒ **Bonus Points** - Teams or individuals are awarded extra points on a rally if they perform a specified skill or play; great for getting players to take a risk and try "new" things.
- ⇒ **Bonus or "Money" Ball** - Teams or individuals are awarded extra points on a rally if they score using the specially marked/colored "Money Balls" which come out of the ball bucket on a random basis. Money Balls can be worth a specified number of added points.
- ⇒ **Team Spelling** - Rotationally, the team spells a word out loud before tossed ball hit the floor.
- ⇒ **"Horse" or "Pig"** - individuals or teams compete to spell out the specified word (positive actions) or force the opponent to spell the specified word (negative) on an error. Team mascots or names could be spelled.
- ⇒ **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 (X) in each unit of time (Y), with an overall total at the end is another option.
- ⇒ **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 remaining 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 (unless the team needs work on how to score points early in the game).
- ⇒ **Negative Scoring** - Points can be taken away for pre-discussed attitudes, lack of hustle, or other performance situations coaches want to stress.
- ⇒ **Bongo** - A team must win "X" number of rallies in a row to get a chance to serve for a point on the scoreboard.
- ⇒ **Two-fer 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.
- ⇒ **Score Flip** - At any time, for learning, competitive and intensity reasons, the coach can reverse the scores. Without 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. This could be a timed situation, i.e. every 2 minutes the score will flip, or flip on a random timer.
- ⇒ **Final Point Mountain** - Teams have to score "X" number of consecutive little points to score that final point to win this game; could be for the completion of a set # of specified skills or plays.

- ⇒ **Spell “Supercalifragilisticexpialdoocus” or “IT”-** Best used in the cooperative and transitional scoring phases, where long or short words must be spelled out, getting one letter for each three hit combination crossing the net 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 achieve the highest number they can reach.
- ⇒ **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 on the scoreboard.
- ⇒ **Wave Wash** - Winners go under net, while on the losing side the back row moves off court, and new players wave onto the court.
- ⇒ **Weighted Scoring** – Example: 0 for free ball, +1 for down ball, +2 for attacked ball, (- 2) if not over net, (-1) if not into opponents court.
- ⇒ **First Ball Killed** - A 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 it away, but not during the first rally over the net.
- ⇒ **Eternal Rally** - Simply keep throwing balls into play, 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** - 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 the main goal is. Should someone not do the demanded skill, then coaches can 1) Stop drill, 2) Announce name, 3) Restart drill at zero.
- ⇒ **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. Can be cooperative or competitive scoring.
- ⇒ **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 a score and the game starts with that score.
- ⇒ **M&M Chair** –Remember vertical targets are **NOT good for Serving**, but they **ARE good for Passers**. Position an empty chair with a package of M&Ms on it; first passer to hit the chair gets to sit and *slowly* eat M&Ms until another passer hits her and takes her place.
- ⇒ **Activation Scoring** - Team (or individual) cannot begin to score points within the game until a specific player/task/skill/play has been accomplished and thus “activates” the scoring.
- ⇒ **Tic-Tac-Toe (or Bingo)** – as a team wins a drill/or rotation or completes a specific task, they get to “make their mark” on the “Card” on the sidelines. The object then becomes not only to win the “drill” as scored, but to also be the first team to complete either a shared (both teams play) or an individual/team “gameboard”. Whichever team wins the gameboard “game” wins that practice activity. These are just a couple of examples...you could have teams compete to play “Candyland” or any such board game throughout the practice.
- ⇒ **Classic Board Games** – Use any board games to add fun extra scoring elements to any game/drill, such as Connect 4, Chutes & Ladders, Yahtzee, Dice Games, Puzzles, deck of Cards/Card Games, etc.

**NOTES:**

## VOLLEYBALL GAMES (compiled by John Kessel, USAV Managing Director, Region Services Programs)

Research shows that “the game teaches the game.” **Game-like training is the BEST way to get the skills to transfer from practices into matches.** The idea is to increase the “opportunities to respond”; those chances for players to touch the ball, not watch someone else touch it.

Of course kids want to play, but this does not mean that teaching of proper technique or skill performance will stop during that play. Indeed, too often kids can perform with the desired technique in a non-game-like drill, but not in the game. **Players must perform the skills in competition**, within the games developed, not just in isolated “drills”. Teaching games for understanding skills is used for all levels from kids in their first experiences of the sport, all the way up through the USA National Teams.

### ⇒ Wash Drills

Created first by former USA National team coaches Doug Beal and Bill Neville in the 1980’s, 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 50% 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 thing - **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 in most matches.

### ⇒ Wash Scoring

This type of scoring is named after 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. Keeping track of the scoring in this higher intensity situation can be its own challenge. Coaches can use their 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 introduced into the drill, while others use a team manager or player out of the game to keep score. Some coaches will put objects out on each side of the net, with the team winning the “big point” getting to “steal” an object from the losing team. 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 either be given to the rally-losing side, or to 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 are available. When the player loses she moves on to the next court; when at the last court, the player returns to the first court and starts all over again. Scored by whoever has the highest total number of one-point-game wins.

⇒ **Monarch of the Court** - Otherwise known as “Queen of the Court” and “King of the Court” in single gender competitive situations. Coaches 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. Coaches can also say that the winning side must change sides or rotate in some fashion each time to add more conditioning to the game.

⇒ **Speed Ball** – Similar to Monarch of the Court above as the Winners stay on, but teams are on both endlines waiting to enter the court when their side loses a rally. Both waiting teams have a ball and are ready to serve the instant their side loses. So on one side, if Team A loses, they are off and Team B is on... while on the other side, if Team Y loses, then Team Z is on. As the losing team runs off the court, and runs quickly to get a ball to serve (should their side miss the serve/lose the point), the next team to come on behind them serves over the top of them.

⇒ **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 games.

⇒ **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** - Starting with 3 vs. 3 or 2 vs. 2, the side that puts the ball over after their first three hit rally then goes to four or six players on the court. Should the other side get the ball back over also with their three hits, it then goes to 4 vs. 4 or 6 vs. 6. The winning side gets to split up, and stay on both sides, the losing side splits to become the add-ins when the ball crosses the net.

**VOLLEYBALL GAMES cont'd.**

- ⇒ **Prisoner Volleyball** - each rally point scored, the winning side gets one of the other side's players - either the player who made the error or who was closest to the ball as it was killed, or the winners may get to select a player from the other side; can begin with odd or even numbers - 4 vs. 4, 5 vs. 5, 4 v 5 & 6 vs. 5.
- ⇒ **Tip/Hit Scrimmage** - Players can spike only if a one person block forms, if two or more blockers form, they must use a one-handed or two-handed tip to beyond the three meter line.
- ⇒ **Softball** (or Baseball) - This game 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 on the receiving (batting) team.
  - 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 could be a double play (2 outs).
  - A stuff block could be a double play (2 outs).
  - Home Run - could be awarded to the batting team that kills the ball on first attempt.
  - Triple - could be awarded to the batting team that gets the point before or at the second net crossing of the ball
  - Double - could be awarded to the batting team that gets the point before or at the third net crossing of the ball
  - Single - could be awarded to the batting team that gets the point before or at the fourth net crossing of the ball
  - Any longer rally could be a foul ball
  - Serves into the net could be a ground rule double for the batters
  - Serves out over net could be a walk for the batting team

One can give any kind of hit or out for any 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). Or if the batting team wins the served ball (the pitch) then the coach enters free balls for the batting team to score "runs" - as long as they score a run, they will get another free ball; once they lose a free ball that might be an "out". Coaches could apply a "5 Run Rule" per pitch per inning.
- ⇒ **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, s/he gets to stay on.
- ⇒ **Got the Whole World** - 5 servers vs. 1 passer on both sides of the net at same time. If the passer can touch the serve, s/he stays 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.
- ⇒ **Play Sitting volleyball, Special Olympic volleyball, Sepaw Takraw** (foot volleyball).

**NOTES:**

**VOLLEYBALL GAMES cont'd.**

- ⇒ **Hit or be Hit** - Everyone hits the same hit (back row or high outside most often). If the 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** - Kudos candy bars, tootsie rolls, popsicles as pattern interrupter awards. It is amazing how hard a player will train for a mini-tootsie roll reward!

**ADDITIONAL RESOURCES**

⇒ If you want to read more about the volleyball topics below, or others related to this chapter, download and print out the articles found at [www.usavolleyball.org](http://www.usavolleyball.org) under the Resources tab, then click on the Education/IMPACT/Articles links.

- [USAV-CAP Continuum for Drill and Practice Preparation](#), Diana Cole
- [Twenty Five Questions for Volleyball Coaches and Teachers](#), John Kessel
- [The Game Teaches the Game](#), John Kessel
- [Training Without a Net or Friends](#), John Kessel

⇒ **ALSO LOOK FOR THE FOLLOWING IN YOUR LOCAL LIBRARY OR ONLINE:**

- [\*Volleyball Systems and Strategies\*](#), by USA Volleyball, Human Kinetics, 2009.
- [\*Coaching Successfully\*](#), 3rd edition by Rainer Martens, Human Kinetics, 2004.
- [\*Volleyball Fundamentals\*](#), by Joel Dearing, Human Kinetics, 2003.

**NOTES:**

