



Action Volley

Handbook

Introduction

Welcome to Action Volley! This document introduces you to the philosophy of Action Volley. You will also find 10 ready-made pieces of training for children from 6 to 12 years old and a handy checklist to use during your training. Please note that all exercises also listed under topics are general exercises. You will have to adapt them to your children's level. So where underhand play is mentioned it could also be throwing and catching.

Why was Action Volley developed?

Children change over time. The wants and needs change with them. Current mini volleyball no longer meets the needs of children. We can also see this in the significant decrease in the number of youth members at volleyball clubs. The mini section of a volleyball club is the foundation of an association. You can compare a volleyball club to a building. A building has a foundation, walls and a roof. On the foundation rests the building; the walls are supports for the roof. The roof is often visible. If we compare this to a volleyball association, the foundation is the mini volleyball division; the walls are the wide-sport teams and the roof is the top teams or the 1^e teams of an association. The question is: Are there walls and a roof without a foundation? In other words, is there top-and-width volleyball without mini volleyball? The answer is: no. So a stable foundation is important, translated to a volleyball association: a stable mini volleyball department with a constant influx of new members is of great importance. New contemporary children require a contemporary approach to mini volleyball. The children themselves have also indicated this. Action Volley was created with the input of children. Both girls and boys participated. Of course, there are differences between girls and boys. But there are many similarities. Girls are also tough, just look at girls' soccer. This is a serious competitor to volleyball. Everything you create for boys is also useful for girls. Boys go straight to work: girls will think about it first.

What is Action Volley?

Action Volley is a thought process on how to train but also inspire kids to play volleyball. At Action Volley, the children are the co-designers. Adults must ask children what they like to do while playing volleyball. Adults often think they know what is good for children. We must remember that children often know exactly what they want to do while playing volleyball. Within Action Volley, we encourage asking children for input because they are real experts. During the development of Action Volley, the children played a big role. The children indicated what they find important during training and which game forms they find incredibly fun and challenging. Within Action Volley there is also room for training principles, trainers can use these during training, matches and at other times.

Dynamic program

Action Volley originated about four years ago. It is an easily applicable concept. It is also a dynamic concept. As indicated earlier, children move with the times and Action Volley moves with them. Action Volley was part of the Volleyball4All program. This is an international program. During visits to several countries, so-called learning lessons were gained. These have been incorporated into the Action Volley program. It is important to be open to other new ideas. Ideas from children and others like trainers and parents.



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1. Vision of youth volleyball

The Volleyball Association has the ambition that everywhere volleyball can be played with pleasure, safely, fairly and carefree and that children can develop optimally. This requires that we continue to work with administrators, sports clubs, trainers, parents/caregivers and the youth themselves to create a positive sports culture.

Together with the volleyball community and experts in the field of youth volleyball, the Vision for Youth Volleyball, for youth up to age 18, was created. The central question was, "How do we ensure that children can develop safely and optimally within the sport of volleyball and continue to enjoy our sport? The answer consists of four guiding principles that we will work with children, parents, clubs and other stakeholders in the coming years. The starting points are:

1. The volleyball player is central
2. Appropriate offerings for everyone
3. Performing can be learned
4. Volleyball is more than sports

The above four principles, from general Visions of Youth Volleyball, fit seamlessly with Action Volley thinking.



2. The Action Volley thought process.

The program

Within Action Volley, there are three pillars:

Topics

These were devised by the children. He thinks it is important that they see topics reflected at practice and during games.

Playforms

These were co-devised by the children and by the trainers. A fun game format was also found during a visit to Norway and was later embraced by the children.

Principles

These are for the trainers, coaches and parents. Trainers, coaches and parents can apply these principles. Some of these principles were conceived during the start of Action Volley, while others were gained during visits to the Czech Republic and Norway.

The three pillars are built on Broad Motor Development.



Within Action Volley, there is also a focus on the role of trainers, how to teach children things and that you have to give children space.

Step by step through the thought process

2.1 Broad motor development

Volleyball is a versatile sport. Some techniques are quite difficult for children. To play fun volleyball, you must be able to move well. During volleyball, you often have to move toward the ball and get a good position relative to the ball. In volleyball, movement is very important. The children need to learn to move well and discover how much fun moving is. An appropriate offering is volleyball with a broad motor sauce. Such a broad base ensures that the child will later learn to play volleyball more easily, which in turn adds to the enjoyment of the game. It is expected that better movers will later become better athletes. The definition of broad motor development is: "Providing children with building blocks to respond to motor challenges in different contexts. Thus, broad motor development provides the basis for lifelong enjoyment of sports and physical activity (Mombarg, 2020).

The broad motor development skills covered within Action Volley are:

- | | |
|--|--|
| Going, walking and running | Jumping and landing |
| Crawling, scrambling and climbing | Rolling and turning |
| Wave | Moving to music and rhythm |
| Throwing, catching, hitting and dribbling (hand) | Kicking, kicking and dribbling (foot) |
| Frolic | Balancing, falling, riding and sliding |



Below is a checklist to put your exercises along the 'BMO measuring rod'.

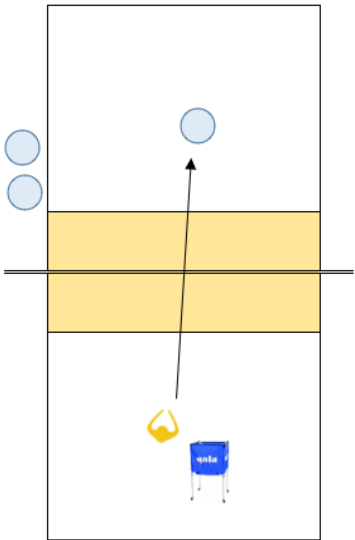
Main skill This one is central to the exercise. Tick a maximum of 1 box		Side skill Here you can check several boxes	
Going, walking and running	<input type="checkbox"/>	Going, walking and running	<input type="checkbox"/>
Jumping and landing	<input type="checkbox"/>	Jumping and landing	<input type="checkbox"/>
Crawling, scrambling and climbing	<input type="checkbox"/>	Crawling, scrambling and climbing	<input type="checkbox"/>
Rolling and turning	<input type="checkbox"/>	Rolling and turning	<input type="checkbox"/>
Wave	<input type="checkbox"/>	Wave	<input type="checkbox"/>
Moving to music and rhythm	<input type="checkbox"/>	Moving to music and rhythm	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	Swimming	<input type="checkbox"/>
Throwing, catching, hitting and dribbling (hand)	<input type="checkbox"/>	Throwing, catching, hitting and dribbling (hand)	<input type="checkbox"/>
Kicking, kicking and dribbling (foot)	<input type="checkbox"/>	Kicking, kicking and dribbling (foot)	<input type="checkbox"/>
Frolic	<input type="checkbox"/>	Frolic	<input type="checkbox"/>
Balancing, falling, riding and sliding	<input type="checkbox"/>	Balancing, falling, riding and sliding	<input type="checkbox"/>

2.2 Pillar 1 Topics

The so-called topics within the 1^e pillars are devised by the children. The children value them in training but also matches are performed and played with topics of this time. Topics:

Fun

Quite simply, workouts should be fun. Kids need to be challenged. Children often want to do different things at practice than the trainer. For example, if a child wants to smash, the trainer finds it important that children learn to play underhand or catch. It is 'give-and-take'. By applying the 'give and take' principle you can make it fun for everyone. For the child but also for the trainer. With the 'give and take' principle, the trainer takes a technique, for example, he conceives it in an exercise. The child always wants to smash. By applying the principle, an exercise comes up containing the technique that is important to the trainer and there is also the part the child likes, the smash. Below is an example of the same exercise without and with the 'give-and-take' principle.

	<p>Without 'give and take' principle</p> <p>The trainer throws the ball over the net. The player plays the ball underhand to the net. At the net, the ball is caught. Then the player puts the ball in the bin at the trainer's place. Then the next player.</p> <p>In this exercise, the trainer wants the player to learn to play underhand.</p> <p>Note: Where underhand play is written, catch and throw can also be used.</p>
<p>With 'give and take' principle</p> <p>The trainer throws the ball over the net. The player plays the ball underhand up toward the net, then he may smash the ball over the net. Then the player puts the ball in the tray with the trainer. Then the next player. In this setup, the player is still taught to play underhand (the trainer's will) but is also taught to do the child's will, which is the smash.</p> <p>Unconsciously, the child learns the underhand technique but is very conscious of the smash. The child goes home thinking he has smashed a lot.</p> <p>Note: Where underhand play is written, catch and throw can also be used.</p>	

Also of importance is to make the last part of a workout a party. Children then go home feeling super positive and eager to come back again. When they do come back encouraged that they are always allowed to bring friends.

Cool

Is today's volleyball cool? Imagine this: you are a 9-year-old boy. You would like to join a sport. Your parents want you to choose between soccer, volleyball and basketball. The first tryout practice is 3x3 basketball. You are on the ball a lot and you can also score. Super cool. The second tryout is soccer. You run, you kick, and you also score. Very cool. The last trial training is in volleyball. Those techniques are pretty difficult for the first time. The trainer means well and lines everyone up and then we start throwing at each other. You think to yourself: where is the smash, but that is not allowed yet. Which sport would the boy choose? Or certainly not choose?

Volleyball just needs to be tougher! We need to use real balls, maybe lighter but the same shape. Cool is also the smash, give the kids room to do this. Think again about the 'give and take' principle. The environment also needs to be cooler. If you use music during training, it should be cool. Your approach as a trainer can also be tougher. A tough yell, for example.

Cool idols and events are also important to make volleyball cool. This is a joint task for coaches, associations and the volleyball federation. Players of the national teams and 1^e teams of associations can play a role in this. Volleyball4All's 'Heroes on Tour' program fits in perfectly with this. Cool events are also important. As a trainer, you can create this at training. Make it cool and especially not fussy. Associations can create a cool happening by partnering with Men's 1 or Women's 1. The Volleyball Association can do this with cool events like King of the Court.



Smash

Children come to volleyball for the smash. A child associates volleyball with the smash. No child joins a volleyball club to become a playmaker later. Children like to smash at practice. A child should go home thinking that they have smashed. It is important to offer this. A question that comes up is: what technique do we teach first? Of course, we must teach children throwing and catching, underhand and overhand. With the "give and take" principle, it's fine to do both. You as a trainer teach the children what is needed and the child goes home happy because they have smashed.

Score

Kids care about scoring. They like to flip, hit or smash things. They also like to count their scores. Eager to show how many points they have already scored. It is good to use exercises that allow points to be gained. Good to mention is that scores have no value for adults. It is the child's perception. You can have the children keep track of their points on scorecards. Using a peg, they can keep track of their points.

Games

Children's world of experience consists of games. In games, they play levels and deal with wins and losses. For them it is very normal to play games, they find it fascinating and cool. The children need to find this "games-world" during volleyball. Also if you want to teach techniques you can create a game around the technique. For example, if you want to teach children to serve the ball overhand tighter over the net. You can then hang hoops above the net. If children serve and they serve the ball through the hoops they get three points, if they don't serve through the hoops but over the net, they get one point. For the win-and-lose idea, you could also add that if they serve into the net one point goes off and serving out does not earn anything.



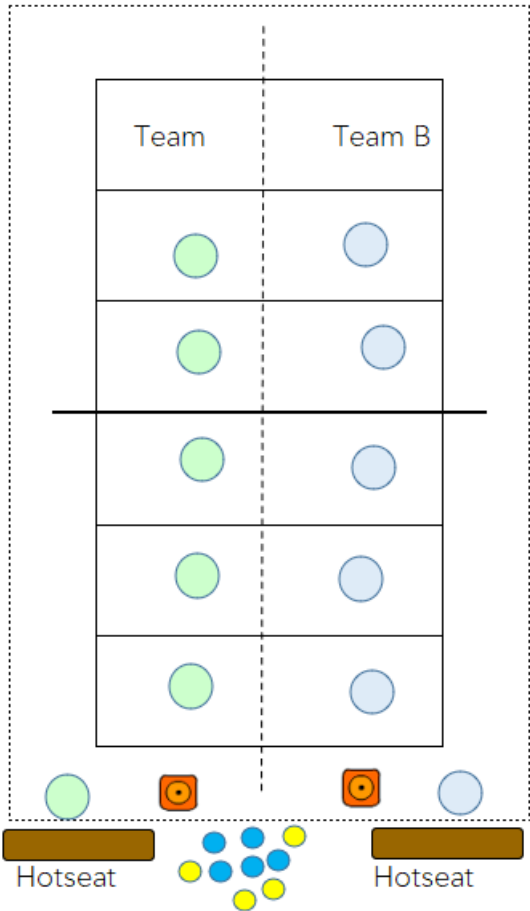
2.2 Pillar 2 Playforms

A principle of top Norwegian coach Kåre Mol is: Play to learn. Children want to play attractive games. Another principle is: The fewer children there are in a field the more they need to move. Lots of movement suits the young age of the children and fits well with the broad motor principle. As children get a little older cooperation comes around the corner. And when children get a little older again, there is a need for "real volleyball. From all these principles, together with the children, game forms have been created. They are explained below. In addition, the game form Smashball is super attractive for children. They can use their energy and especially smash. With the circuit Action Volley XXL, you can make a super cool event. There are many cool exercises in the hall that the children can go past. It is important to look at what children can do, not at age. Nice also to have the game forms played without referees, parents and coaches. Let the kids play!



Hotseat (1-1)

The Hotseat is an attractive form of play where one against one is played but still, the team feeling remains present.



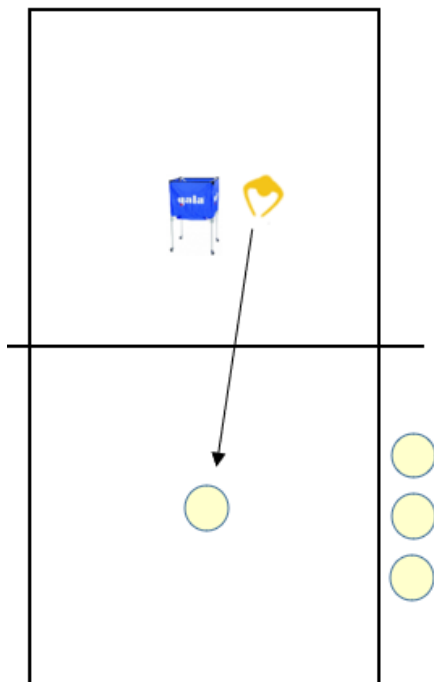
A team consists of 6 players (green) and plays against a team also consisting of 6 players (blue). There are 5 fields. So, from each team, 1 player sits on the "Hotseat". The "Hotseat" is next to the field. So on each field, 1 against 1 is played, until, for example, the 5 points. For example, if the result is 5-3, the player with the 5 points goes to the hotseat. The one who was in the hotseat goes against the loser player. The loser keeps his 3 points the new player starts with 0 points. The player who came out, puts a pebble under the pawn on his side.

Which team has the most pebbles under the pawn after, say, 20 minutes?

Notes:

- With an odd number, you can also have two people from the same team on the hotseat.
- Instead of one ball contact, you can also opt for two or three ball contacts
- You can use volleyball techniques as well as throwing and catching.
- Different levels against each other
- The pebbles go under the pawn so no one knows who wins. You can make that an exciting moment as a trainer.

Below is an exercise that you can use with the playform hotseat 1-1



The trainer hits the ball over the net to the child standing on the court. The child:
 catches the ball
 jumps over the ball
 lets the ball bounce between the feet
 taps the ball up with the foot or knee
 plays the ball underarm
 plays underarms and then hits the ball over the net
 plays underarms give the set-up with the knee or foot and then hits the ball over the net
 Match: (OH-xx hitting) xx are: overhand=1 p, heads=3 p, knee= 5 p) Heel over the net = 10 p



Basic Volley (2-2)

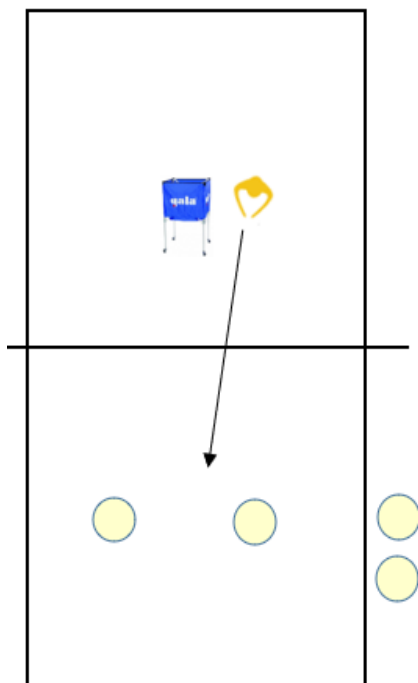
Within Action Volley, teamwork is encouraged. Games are played two against two or two against three in two levels. Age is not a factor. When a child has sufficient skills he or she can move on to the next level. This also applies to Spikeball afterward. Encourage the 'set-up' at the net. Levels A and B can also play against each other.

Level A	2 vs. 2 (3 vs. 2)	Throwing or forearm service	1st Catch/throw 2nd Overhand 3rd Volleyball technique	Ball trajectory, speed of the ball, overhead and movement
Level B	2 vs. 2 (3 vs. 2)	Throwing/forearm service / overhand services from off the back line	1st Lower Arm 2nd Free choice 3rd Volleyball technique	Ball trajectory, speed of the ball, underhand and movement

Another option is to combine the above two levels together. When the ball comes over the net, players have one opportunity to catch the ball. The catching may be at the first or second ball contact. The third ball contact is a volleyball technique. So if the first ball contact is a catch, the second ball must be a volleyball technique. If the first ball contact is a volleyball technique the second ball contact may be a catch. Third ball contact is a volleyball technique anyway.



Below is an exercise for you to use with the playform Basic Volley 2-2



The coach hits the ball over the net to the children standing on the court. They play the ball 3x, so pass, set-up and attack.

The front player to the back player.

The back one goes through the legs of the front one and passes.

The back player jumps buck over the front player. The front player then goes through the legs of the player who jumped over him.

The front one lies flat on the ground. The feet apart and the arms at a 90-degree angle. The rear one jumps between the feet of the front one lying on his stomach on the ground, then on the outside and jumps through. The trainer throws the ball over the net and he passes. The player who was on the ground goes to distribute play.

The forward jumps over the ball, and the ball bounces once. The back passes and the front gives the set-up. The forward sits down the ball bounces between his feet and passes over him. The back one passes. The one sitting stands up and gives a set-up.

Two people side by side

The trainer taps the ball. Players both start at the net and move backward.

The trainer taps the ball. Players cross-back.

The players start in the center next to each other and make a role of their choosing.

Two players on all fours on the ground, the other pair jumping over them.

Crawl: two players are on the ground, and the other pair crawls under them.

Players start next to the trainer. The trainer taps the ball and both pass crosswise under the net.

One of the players has a ball; the coach throws his ball over the net. There is passing, set-up and attacking.

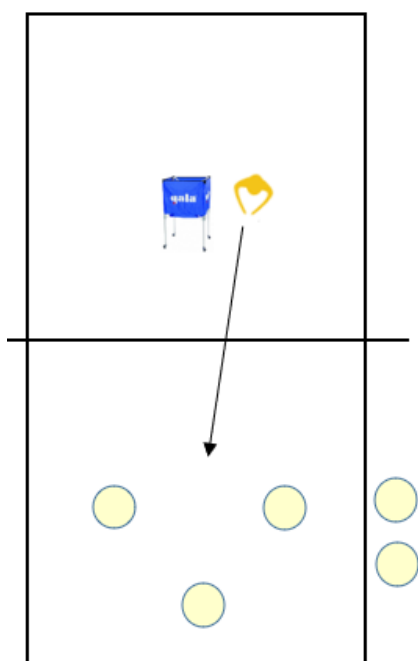
The ball of the pair must always be thrown over. So when passing, the non-passer has the ball, etc.

Spikeball (3-3)

After movement and cooperation, it is quite normal that children would like to move toward complete volleyball. What remains important is that there remains room for movement and play but also all the techniques. In level 1 of the 3 against 3 Spikeball, the 2^e ball is the 'superman ball'. This is a caught overhand ball that is quickly ejected. Good is to encourage that this is as short a contact as possible. If children can play the 2^e ball just fine. You can play Spikeball in a "King of the Court" format.

Level 1	3 vs. 3 (3 vs. 2) 7 mtr field	Forearm or overhead service	1st Pass 2nd Superman 3rd Free choice	Ball trajectory, speed of the ball, pass and 3x play
Level 2	3 vs. 3 (3 vs. 2) 9-meter field	Overhand services	1st Pass 2nd Set 3rd Volleyball technique	Ball trajectory, ball speed, set and 3x play

Below is an exercise for you to use with the playform Spikeball 3-3



The coach hits the ball over the net to the children standing on the court. They play the ball 3x, so pass, set-up and attack.

Players play the ball over the net in 3x.

The players play the ball over the net in 3x and everyone hits the ball.

The set-up is given with the knee.

Players stand back to back and are given an assignment, one passes, the other sets up and the other attacks.

Players start at the net, for example.

The player in position 6 makes a cartwheel and passes to the net. Another takes care of the pass. The one at the net gives the set-up and an attack is made.

Smashball (3-3)

Smashball focuses on the smash. Smashball is tough and kids can expend their energy. The designers, including Peter van der Ven and Matt van Wezel, created four levels with a built-up methodology. Children can also create their levels. You can also play against each other at different levels. Below are the four levels created.

Level 1

A serves the ball from behind the 2-meter line (badminton court) or 3-meter line (volleyball court). This may be either overhand or underarm. The receiving team catches the ball (directly or after a bounce). The child who caught the ball may run to the net and throw the ball up for himself. This one hits the ball over the net (standing or jumping). The defending team catches the ball (directly or after a bounce). The child who caught the ball may run to the net and throw the ball up for himself. This one hits the ball over the net (standing or in a jump). After hitting the ball over the net, the team spins. When a goal is scored, the team that has the ball starts serving. As a training form, you can even play 1 against 1.

Level 2

Team A serves the ball from behind the 2-meter line (badminton court) or 3-meter line (volleyball court). This may be either overhand or underarm. The receiving team catches the ball (directly or after a bounce). The child who caught the ball throws the ball via a catch-throw to his teammate (setter) who is then standing at the net. The setter throws the ball via a catch-throw motion to his teammate, who hits the ball over the net (standing or jumping).



The defending team catches the ball (directly or after a bounce) and throws it via a catch-throw motion to its teammate (setter). The setter throws the ball via a catch-throw motion to his teammate, who hits the ball over the net (standing or in jump). After hitting the ball over the net, the team spins. If a goal is scored, the team that has the ball begins serving. Mandatory playing in threes.

Level 3

Team A serves the ball from behind the back line of the badminton court or the 7-meter line of the volleyball court. This may be either overhand or underarm. The receiving team catches the ball directly, without a bounce. The child who caught the ball throws the ball via a catch-throw motion to his teammate (setter) who is then standing at the net. The setter gives a set-up with the overhand or forearm technique to his teammate, who hits the ball over the net (standing or jumping). The defending team catches the ball (directly or after a bounce) and throws it to its teammate (setter) via a catch-throw motion. The setter gives a set-up with the overhand or forearm technique to his teammate, who hits the ball over the net (standing or in jump). After hitting the ball over the net, the team spins. If scored, the team that has the ball begins serving. Mandatory playing in threes.

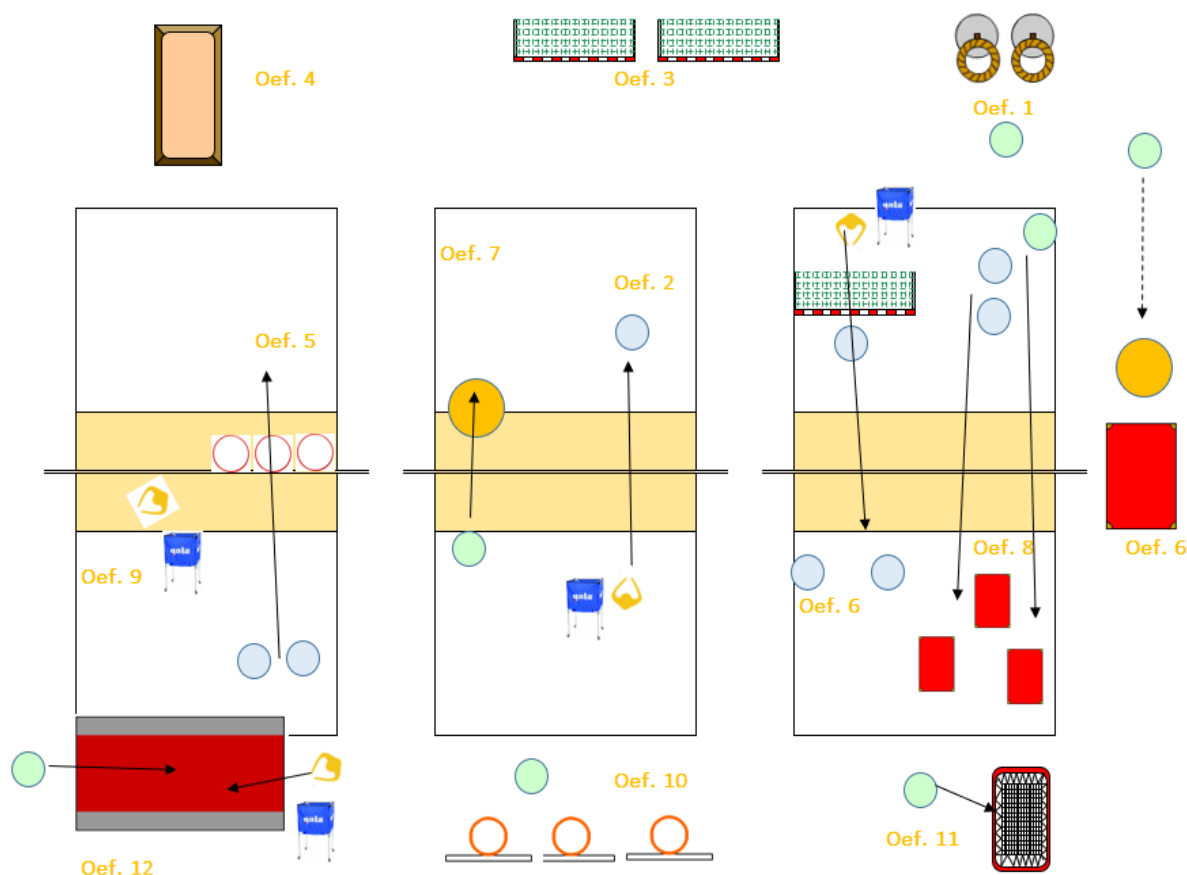
Level 4

Team A serves the ball from behind the back line of the badminton court or the 7-meter line of the volleyball court. This may be either overhand or forearm. The receiving team gives a forearm or overhand pass. The setter throws the ball via a catch-throw motion to his teammate, who hits the ball over the net (standing or jumping). The defending team catches the ball (directly or after a bounce) and throws it via a catch-throw motion to its teammate (setter). The setter gives a set-up with the overhand or forearm technique to his teammate, who hits the ball over the net (standing or in jump). The team that scores go to serve. Mandatory play in threes.

The beauty of Smashball is that it is very dynamic. In all levels or variations, encourage the children to smash at the net and defend the ball in the back. As a trainer, it is important that you literally stand back. Let the children play nicely.

Action Volley circuit XXL (with points)

For example, twice a year you can put out an Action Volley circuit XXL. These are, for example, 10 tough exercises that the children perform consecutively. This going by can be timed or you can just let them go free. An Action Volley circuit XXL can be done indoors or outdoors. Below is an example of an Action Volley circuit XXL.



- **Exercise 1. Playing overhand into the basket**

The trainer throws the ball and the player runs in from somewhere and plays the ball into the basket. Instead of playing, catch and throw or catch up and overhead may be used.

- **Exercise 2. Trick**

The trainer throws the ball over the net. The 1^e ball is underhand or catch. The 2^e and 3^e ball is up to them. Who does the toughest trick?

- **Exercise 3. smashing into the goal**

A mat or a goal is against the wall. One player on the goal. The other players take turns throwing their ball up and smashing it into the goal.

- **Exercise 4. Knocking pawns off the buck**

There are pawns on the trestle. At the trainer's signal, the children try to smash the pawns of the buck.

- **Exercise 5. Serving through the hoops.**

Three hoops are hanging in the net. The players try to serve or smash through them. Throwing is also allowed. A ball over the net is 1 point. Through the hoop is three points.

- **Exercise 6. Diving over a large gym ball**

A large gym ball lies on the floor. Behind it is a mat. The players take turns to take a run and dive over the large gym ball.

- **Exercise 7. Hitting the large gym ball**

The player throws his ball up at the net and hits it on the large gym ball that is in a basket. The ball bounces somewhere. To whom does the ball bounce back over the net?

- **Exercise 8. Serving on the mats**

The Player serves the ball over the net onto a mat. A ball going over the net is 1 point a ball on the mat is 3 points.

- **Exercise 9. The trainer holds the ball above the net**

The trainer holds the ball over the net. The player approaches and knocks the ball out of the trainer's hands. On the opposite side, there may be, for example, pawns that may be knocked over.

- **Exercise 10. Beating in the hoop**

Hoops are hanging on the wall. The players try to throw or smash their balls into them. One hoop has more points than the other.

- **Exercise 11. Hit your ball on the trampoline**

Players take turns hitting their ball on the trampoline, which ball bounces back the furthest?

- **Exercise 12. dive onto the thick mat.**

The trainer throws a ball above the thick mat. The player takes a run-up and tries to play or catch it

- **Exercise 13 Sticky bills on a thick mat (see picture, not shown in the drawing)**



2.3 Pillar 3 Principles

Norwegian insights

The question is, "Why do we play sports? Is it purely to win or is it also a social event? Sports are a means of connection. Of course, children play sports for different reasons. For some, it is a social event, while others are more interested in winning. It's nice if we can let each child play sports at his or her level with all the associated challenges. With young children between the ages of 6 and 12, it is unhealthy to select them early. It is not healthy for the child but also not for the sports club itself. It is better to give everyone equal opportunities and include everyone within the sport. In the podcast "As many as possible for as long as possible," Norwegian Martin Erikstad discusses interesting aspects. Why should children be selected young? Is it for the trainer? Do rankings matter? Children do know if they have won. It is better to give everyone a prize in mini-volleyball tournaments. That way every child feels appreciated. During matches, children should play equally. Within the Norwegian mini-volleyball system, this is not an issue because there nobody sits on the bench. You can play 3-3 but you can also play 3-2. So if your team consists of four players you can cut the team in half.



Techniques

Volleyball is a technical sport. The technique is an important part. Action Volley is sometimes dismissed as just fun and smashing. Within Action Volley all techniques are taught. During the visit to the Czech Republic (within the volleyball project) it appeared that techniques should get even more attention. There should be a good balance between the topics from pillar 1 (fun, cool, smash, scoring and games) and techniques. With the 'give and take principle' explained earlier, you can combine a few things. We must be careful not to explain too much in words. A good example in terms of execution is always better. Sometimes little explanation is better, let children try and then guide them well. A great quote is, "children also taught themselves to walk, so why explain so much?". Paying attention and time is fine but the question is, 'how long does a ball contact last?' This takes a split second. Why spend so much time playing the ball when it takes a very short time? Maybe we should spend more time and attention on moving before playing. If we pay attention to technique, the speed of the ball is also important. How fast does the ball go? Can children link the movement and moment of play to that? During attention to technique, there should be enough actions. Make sure there are enough balls. As a trainer, you have a picture of what a technique should look like. We also know that the perfect technique does not exist, but it is still good to put your technique descriptions on paper. Below are my descriptions. Mind you, there are always differences of opinion and it will always be far from complete. My insights have come from my own experiences, a document from the volleyball club Aetos from Arnhem and visits to the Czech Republic and Slovenia.



Technique descriptions

Since Action Volley focuses primarily on ages 6-12, I do not use the terms playmaking and passing. I talk about the upper hand technique and forearm technique.

Underhand serving is not mentioned since this technique has not returned to volleyball.

Service

Target

Putting the ball in play in such a way that you benefit from it.

Technology

The player will have to concentrate. A right-handed player stands with his left leg in front. Before throwing up, the player inhales and at the same time as hitting the ball, the player exhales.

The right-handed player has an open-cocked hand ready above the head. Throw the ball up with the left. Take a step with the right leg and hit the middle of the ball.

Relocation

- Take a step

Of interest

- Take a step
- Open hard hand

Common errors

- The player does not throw the ball in front of the batting arm
- The player throws the ball perpendicularly above the head
- The throw-up in general
- A limp stroke hand

Keywords

- Steps - left leg step
- Open hard hand - striking with a tense hand

Underarm technique

Target

Playing the first ball as the ball comes over the net. The forearm technique will later be used mainly for the passing technique. Both for the service pass and the rally pass.

Technology

The player takes the agreed place on the field. The player stands at the front of the court about 5 meters from the net and then moves back as much as possible. While doing so, the player focuses concentration on the opponent's server. The player stands slightly bent in the knees and hips and stands relaxed.

Relocation

Backward and sideways shuffle. Forward ordinary passes if possible the last two passes in shuffle forward. The first passes are big and fast, and the last passes are smaller and corrective (more in detail). Just before the ball is passed the player takes the passing position.



Of interest

- Getting behind the ball with your body
- Making Corners
- Footwork
- Ball track
- Speed of the ball
- Both right leg and left leg for learning to fit

Common errors

- The player goes backward first as the ball comes in front of him.
- Often players move poorly as a team. The good way is (in a 3-stop) that first, all three players move toward a ball. As soon as a player sees that the ball should not be passed by him, he can stop moving toward the ball. The player who finally passes the ball moves on to the end.
- The first steps are too small
- The player stops moving too early or starts moving too late, therefore no pass position is possible.
- When playing, there is too much squeezing of the fingers causing the shoulders to tense.
- When playing, the ball bounces too much on the arms, instead of the desired cushion effect.
- The ball is played too much with the hard top of the arms, instead of the soft inside of the arm.

Keywords

- Steps - moving backward is done with large steps.
- Standing still - pass position adoption occurs when the player is standing still.
- 'Dunno' - shrugging shoulders
- Stopping at your shoulders - pass movement does not go higher than your shoulders
- Knee - playing the ball takes place as much as possible at the left knee when the right leg is in front. And vice versa
- Plank - arms are like a plank

Overhand technique

Target

Playing overhand is often later the tool of the playmaker. In youth, all players should be able to play the second ball cleanly and cleanly.

Technology

The player raises his hands to play the ball. Foot position and torso postures are the same for forward play and backward play. The right foot is slightly in front. The point of play is high

above the forehead. At the time of play, knees are slightly bent, arms almost straight and elbows forward. The hands are shaped like the ball with the thumbs back (pointing to your forehead). The ball is played with the stretching of the knees, elbows and wrists. Pointing with 10 open fingers. The right foot is used as the steering foot when playing the ball.

Game Distribution

In-game distribution, overhead play is done differently: under the ball - high tackle - wrists. The playmaker must stand at the net after the run-in. So there are fewer options to move to.



Relocation

The player moves to the position and gets there before the ball. Moving to the net is just walking. From the net, an emergency ball is also running. With more time, sideways from the net is desirable. When moving from position 4, the ball should always be followed.

Of interest

- Under the ball
- Pack high
- Thumbs back
- Nose in the direction
- Earlier than the ball

Common errors

- Thumbs up
- Not standing still
- Not under the ball

Keywords

- Open fingers
- Stretched - when playing, the arms are extended. Strength and control are done with the ankles and knees.

Attack

Target

The offense is the means to score a point.

Technology

To execute the run-up and smash as a whole, it is desirable to start from the most ideal starting point. The angle is then such that the efficiency is highest. The ideal starting point is personal. The approach is from the outside in. The run-up consists of two passes. So the Czech way. Pass rhythm goes from fast to super fast. Great stride and break stride. The feet are at 45° to each other. The front foot is parallel along the center line. The knees make a large angle ($\pm 140^\circ$). With an arm swing of both arms, an extra impulse is given to the push-off. The non-striking shoulder is in front. Last pass at the ball.



1^e tempo

The push-off for the 1^e pace is faster than for the ball on the outside. When setting off, the feet touch the ground at about the same time. The outlet is behind the ball, keeping space from the net. The arms go up close to the body. The ball is hit at the dead point. The outlet is slightly earlier or at the same time as the set-up.

Circular attack

The right-handed player runs parallel to the net from position 3 to position 2. A left-handed player in mirror image (2->3). The player lets the ball go in front of her and catches up during the run-up. The outlet is with the left leg for right-handed players. The player turns her torso during the stroke. Landing is on two feet, feet parallel to the net.

Relocation

The run-up consists of two passes. Turnaround is like a layup from basketball. From fast to super fast.

Of interest

- Full tank or else a prick ball
- No fear
- Making Corners
- 3 meters no brake pass

Common errors

- Not from the outside in
- Run-up is not explosive
- Under the ball
- Last pass, not brake pass

Keywords

- Superfast - run-up from fast to superfast
- Hop - big pass
- Hot - the handball surface for the outlet must be fast
- Ditch - big pass

Block

Target

Holding up the ball at the net

Technology

The weight rests on the front feet and the hooks are off the floor. Feet are shoulder-width apart with the tips of the shoes slightly outward. The knees are slightly bent so players can

move or jump up immediately. Arms are already raised. At position 3, the arms are already high. Position 2 and 4 at shoulder height. Jump when the attacker puts his hitting shoulder back.

Relocation

If the feet are right you can block. Moving is essential for good results. Sideways are preferred, then the feet are in a good position. Small distances sideways. Larger distances are personal. In runs, brake pass and turn in (pointing to position 6)

Of interest

- Keeping appointments
- Blocking over the net
- When you are small you have to jump higher
- Outside, the block indicates
- Outer or inner hand on the ball
- Which zone does the middle blocker block?

Common errors

- Not blocking across, ball in the mailbox
- No proper timing
- What are you looking at? The ball or the attacker? Or the playmaker?
- Outer shoulder forward
- Why start tight at the net as blocker positions 2 and 4? The opponent's attacker often stands four meters from the net.
- Tighten abdominal muscles

Keywords

- Hands ready - the players stand ready
- Agreements - keeping them
- Stitches - over the net



Defense

Target

Keeping the ball off the ground.

Technology

The Player's weight rests on the front feet, heels are off the ground. Knees over the tips of the shoes, shoulders over the knees. The knees are slightly bent so that the player can react or move immediately. Torso is bent forward and arms are held slightly wider than shoulder width in a receiving position. At the time of defending foot flat on the ground, stand wide. As wide as feels comfortable, then have a wider area.

Playing the ball is preferably done with two hands. Defend the ball up the center of the court. The easy ball may go to the net.

Role

This one is for getting back on your feet quickly. There is a long reach. Big stride, head on the shoulder where you roll. Knee turn.

Sprawl

This is applied to a smash just in front of the feet. The defender slides like a vacuum cleaner with both forearms under the ball. During the action, the back of the arms and hands make contact with the floor.

Dive

Great pass!

Relocation

Displacement usually occurs backward or backward/sideways. Displacement can be a big shuffle, sideways, or walking. Fast is of the essence!

Of interest

- Defending with full conviction

Common errors

- The player cannot defend on both sides
- Not moving fast enough

Keywords

- Gas - full throttle
- Step, stretch, play and roll

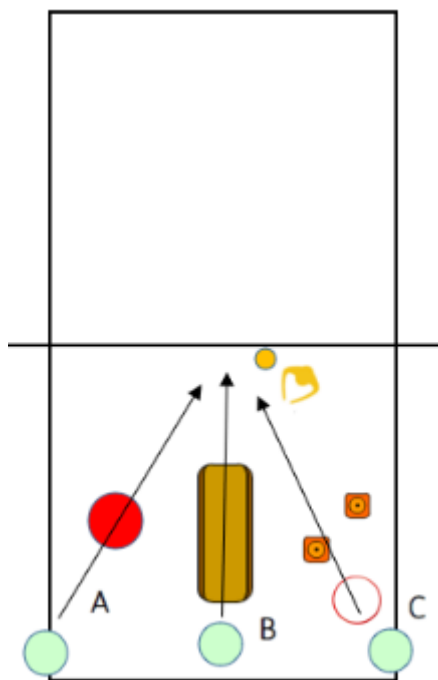
Tricks and errors

Of importance is that children are given space to try things out for themselves. Encourage this. Also, encourage that mistakes are made. How nice it is that children look for the solutions themselves. You are a trainer but you do not have to interfere in everything. What is important is that everything happens in a normal manner. It is fun to introduce the 'trick of the week'. Who can do the challenge first? Who is the 'smash king of the week'? Because the challenge, of course, includes the smash. As a trainer, you have to manage it so that everyone becomes the "smash king of the week".



Space

Giving space to children. Freedom in choices. For example, if your goal for training is the smash, you can offer the kids to come to the net in three ways. Eventually, they all get to the point of smashing the ball. Below is an example of a choice exercise.



Setup

The trainer holds the ball over the net. Eventually, the children come to him to smash the ball out of his hands. An additional accent could also be the attack run.

The children may take routes A, B, or C. They may choose for themselves.

Route A: the player dives over the gym ball.

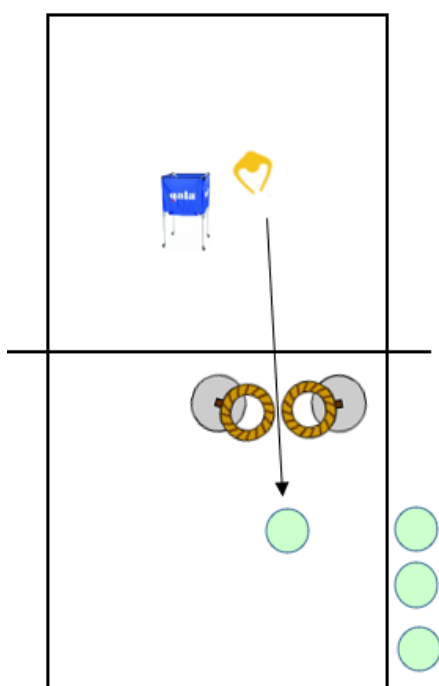
Route B: the player jumps on the cabinet and gets off.

Route C: the player goes through the hoop, zigzags around the pawns

Note: You can think of many other routes and accents.



Another example of freedom of choice is that children can modify the exercise themselves. In the exercise below, the underhand technique is the accent. In this case, the children adjust the scoring themselves.



Basic design

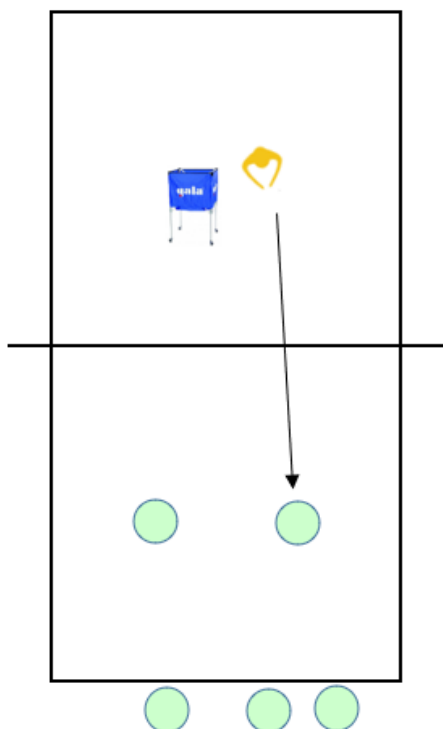
The trainer hits the ball over the net. The boy on the opposite side passes the ball into the basket. In the basket is three points and against the basket is one point. Who has seven points first, for example?

Adjustments from the boys:

- The pole also counts as one point
- The ball first bounces on the edge of the basket and then on the edge of the other basket. So that's two points!
- The ball first bounces on the edge of the basket and then into the basket. So that's four points
- You can use the joker. Then you get double points. You may bet it once.
- Almost hit is also a point 😊
- Underhand and then head the ball into the basket

As a trainer, the trick is to let things go sometimes. In an exercise, you have a goal, for example, the underhand technique. As long as that goal is met, the children themselves can adjust, add or remove things within the exercise. Below is an example, based on the give-and-take principle.





In this exercise, besides the "give and take principle," you will find another principle, the "if-then principle. The principle works as follows. **If** one player plays the 1^e ball, **then** the other player has to go to the net.

Basic design

The trainer hits the ball over the net. Two players stand on the opposite side. For example, the assignment for the players is: 1^e ball underhand, 2^e ball the set-up overhand and 3^e ball is hit.

The emphasis in the exercise is the underhand ball.

The adjustments made by the children themselves were:

The 2^e ball set-upping with a header

The 2^e ball set-up with the knee

The 3^e ball an overhead (outside)

All fine because the 1^e ball was always played underhand. If the 2^e ball, the set-up, had been the accent then it should have been played overhand, so no headers and knees.



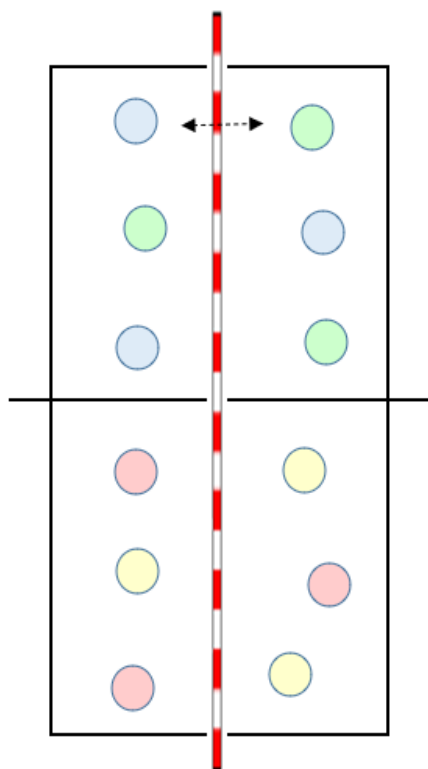
Learning

Too many wordy explanations cause children to drop out. Show what you mean and get to work. It is also good to use imagination. For example, "Point to the ball like superman" or "Stand still like a tree."

You can come up with lots of different exercises. That's super fun for the children. Do try that you teach the children something in all those exercises. Another option is to have several basic exercises with variations. With both examples, as a trainer, you need to be clear about what you want to teach the children. You can also choose to teach the children something in a game format. If you play 1 with 1, so one player on each side of the net, the exercise could be: the player throws the ball over the net, and the receiving player plays the ball underhand and catches it. Then he throws it over the net and the other player does the same. Players play through. So you play the principle of 1-1 but still, you can do your accent.

In the previous example, the net is used. This is good anyway because one of the lessons learned from Norway is that in 2 out of 3 ball contacts in volleyball, the ball goes over the net. So always hang a volleyball net. After all, it's still volleyball!

Below are several exercises involving the use of the net. The exercises are from Kåre Mol (Norway)



Pairs with a long net

Both players have a ball.

A throws the ball over the net and B bounces the ball under the net. Then A bounces the ball under the net and B throws the ball over the net.

You could also expand these to include hitting the ball over the net and under the net.

A and B both bump their ball into each other.

This, according to Kåre Mol, is the pre-movement of the smash technique.

A and B throw the ball over the net with an underhand throw. The ball comes to the player is played underhand and then caught. Which group can do this ten times in a row?

You can also add things when the ball goes over the net such as:

- bumping into a hoop
- striking against pawns
- encounter a mat
- playing in a tub
- playing in the basket
- punch in a goal
- playing somewhere behind a line
- playing between two lines

A and B throw the ball over the net with an underhand throw. The ball comes to the player and is played underarm and then overhead.

Which group can do this ten times in a row?

A and B throw the ball over the net with an underhand throw. The ball comes to the player and is played underhand, then overhead and then a header.

Which group can do this ten times in a row?

You can make everything simpler. You can have the children make series and if they pass them then they get a new assignment. With the use of the net, the children learn to judge the ball trajectory and ball speed better and besides: volleyball involves a net.

3. Trainer

Whether we go "Action Volleying," play smashball, or other forms, the trainer is the spider in the web here. If he or she doesn't know how to 'touch' the kids it's not going to work. As a trainer, you are the salesman of our sport. We have to sell our sport to the kids and their parents.

The question is: Should you be a good coach? So teaching all the volleyball stuff to the kids or should you just be a good supervisor? Maybe it's both, but I think being a facilitator is of greater importance. You help kids with their journey through volleyball. They encounter many challenges in that. What is important is that both a coach and a facilitator can "level up" in the perception of children. Know what is going on with children. Kneel to be on the same level as the children. Sit next to them.



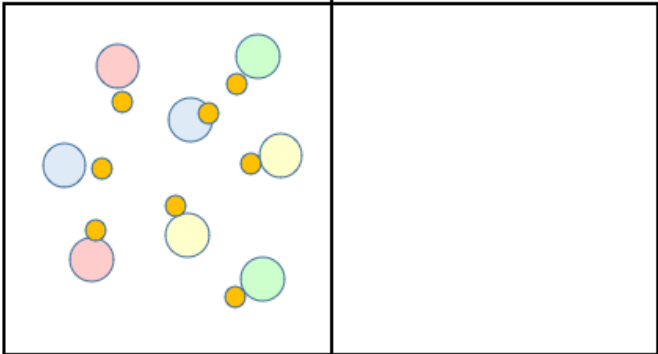
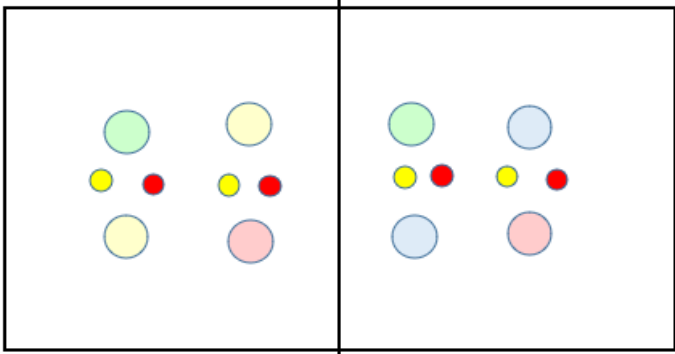
4. Training

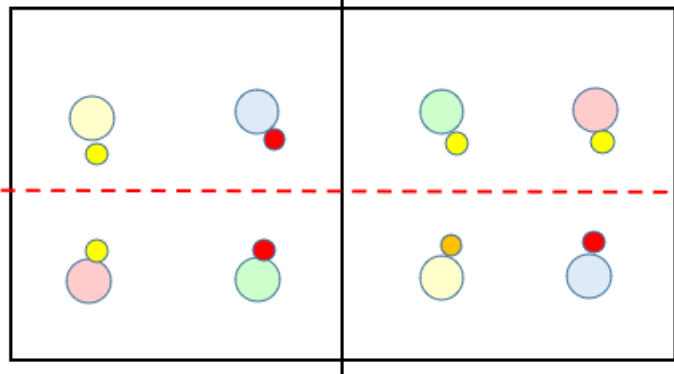
Below are 10 sample training. All workouts have an emphasis. You can also make combinations with them. Also in these workouts, you will see examples of exercises. If you are going to use them, you may have to adapt them to the level of your group. Where the exercise says 'smash' it could be: first catch then throw up and then smash. If the exercise says to play underarms, your group may play catch and throw. The duration of the training is one hour.

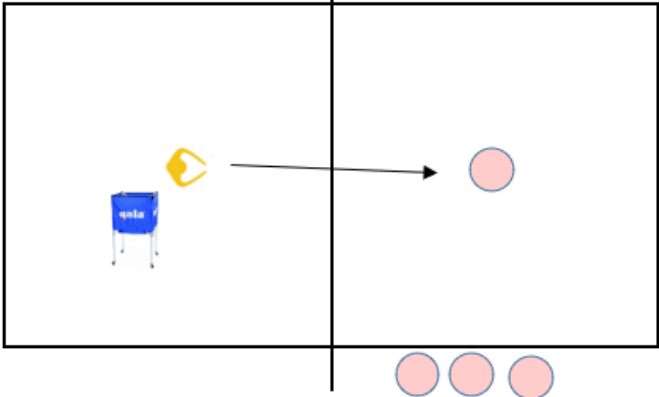
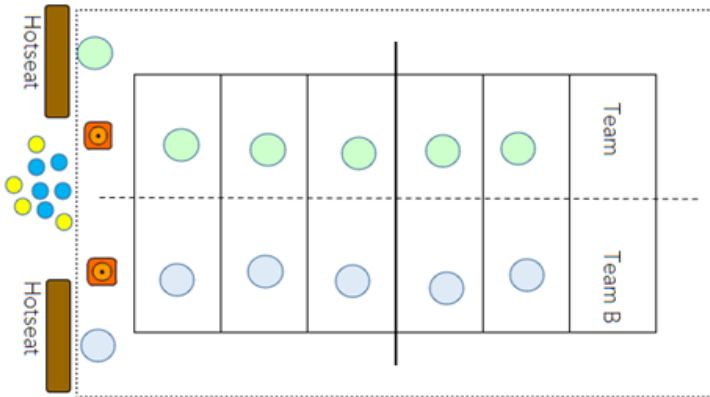
Training 1

Accent: 1-1

General Section	
Section	Exercise Material
Warm-up	<p>Explanation</p> <p>Everyone has a ball and dribbles the ball through each other. At the trainer's signal, the ball is thrown up and someone else's ball is caught.</p> <p>Expansion</p> <ul style="list-style-type: none"> ▪ Dribbling through each other and tapping the ball away from each other ▪ Dribbling through each other and stepping on each other's toes ▪ Running through the field with the ball in hand and an outstretched arm, tapping the ball away from each other

Points of interest	Drawing
<p>Dexterity and coordination.</p> <p>Try to keep movement and speed in it.</p> <p>Children need to seek each other out.</p>	
Section	Exercise Material
Response	<p>Explanation</p> <p>Two players face each other with two pawns between them. The pawns are yellow and red. The trainer shouts 'Knee,' for example, and the players tap their knees. When the coach calls "Red," they grab as fast as possible the red pawn. Who will have the pawn first?</p> <p>Expansion</p> <ul style="list-style-type: none"> Players stand reversed At 'Knee' tap your buddy's knee
Points of interest	Drawing
<p>Children can stand with their feet shoulder-width apart, which is the posture of defending later.</p>	
Specific section	
Section	Exercise Material
1-1	<p>Series Kåre Mol</p> <p>Pairs with a length net</p> <p>Both players have a ball.</p> <p>A throws the ball over the net and B bounces the ball under the net. Then A bounces the ball under the net and B throws the ball over the net.</p> <p>You could also expand these to include hitting the ball over the net and under the net.</p>

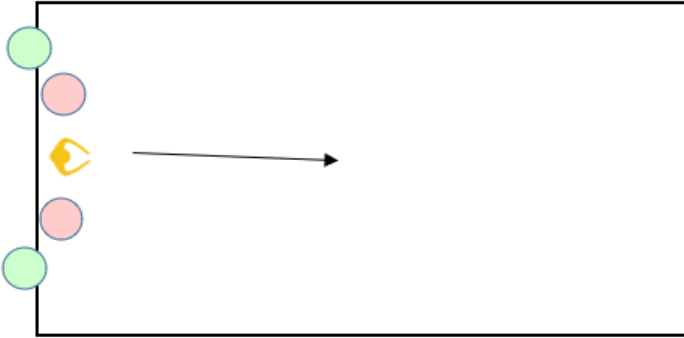
	<p>A and B both bump their ball into each other. This according to Kåre Mol the pre-movement of the smash technique.</p> <p>A and B throw the ball over the net with an underhand throw. The ball comes to the player is played underarm and then caught. Which group can do this ten times in a row?</p> <p>A and B throw the ball over the net with an underhand throw. The ball comes to the player and is played underhand and then overhead. Which group can do this ten times in a row?</p> <p>A and B throw the ball over the net with an underhand throw. The ball comes to the player and is played underarms, then overhand and then a header. Which group can do this ten times in a row?</p>
Points of interest	Drawing
<p>Make sure to keep pace. When a pair has achieved a series you can move up a level, i.e. make it more difficult.</p>	
Section	Exercise Material
1-1	<p>The trainer hits the ball over the net to the child on the opposite side. The child performs a task with the ball. For example, catch, catch as low as possible, sit and bounce the ball between the feet, play underarm, move and then underarm. Extension: Underarms, set up with the knee and then hit over it</p>

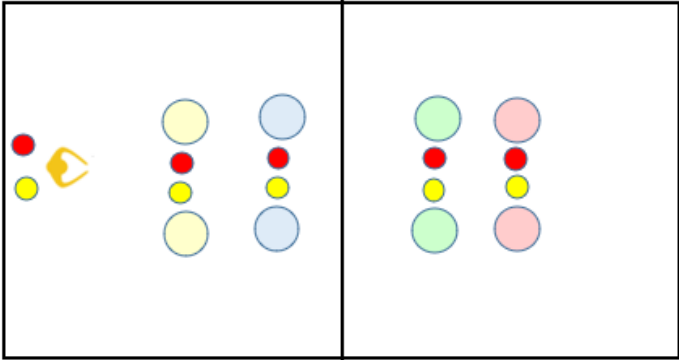
Points of interest	Drawing
The trainer determines difficulty and pace	
Game section	
Section	Exercise Material
1-1	<p>Hotseat</p> <p>A team consisting of 6 players (green) versus a team consisting of 6 players (blue). There are 5 fields. So 1 player from each team sits on the hotseat. The hotseat is next to the field. So there is 1 vs. 1 play on each field, until, say, the 5 points. For example, if the result is 5-3, the player with the 5 points goes to the hotseat. The one who was in the hotseat goes against the loser player. The loser keeps his 3 points the new player starts with 0 points. The player who came outputs a pebble under the pawn that was on his side.</p> <p>Which team has the most pebbles under the pawn after, say, 20 minutes?</p>
Points of interest	Drawing
With an odd number, you can also have two people from the same team on the hotseat. Instead of one ball contact, you can choose to have two or three ball contacts. You can use volleyball techniques as well as throwing and catching. Different levels against each other. Pebbles go under the pawn so no one knows who wins.	

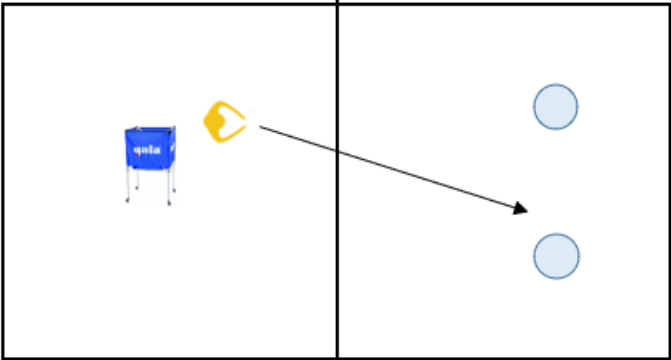
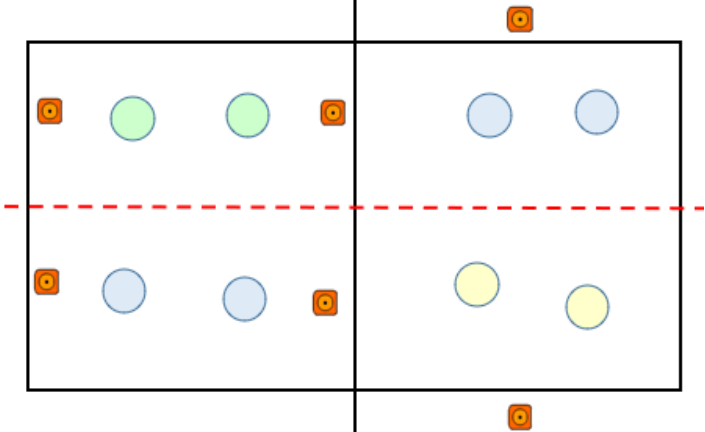
As a trainer, you can make that a exciting moment.

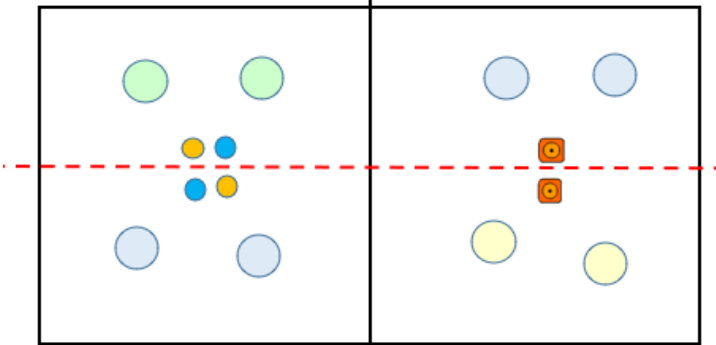
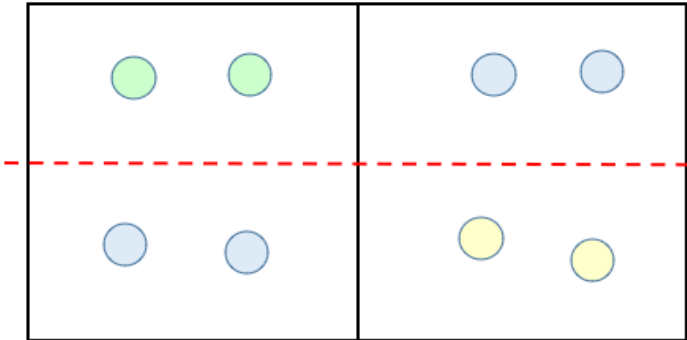
Training 2

Accent: 2-2

General Section	
Section	Exercise Material
Warm-up	<p>Explanation</p> <p>Two players stand next to the trainer. The trainer rolls a ball into the field. The two players run after the ball. Who has the ball first?</p> <p>Extension:</p> <ul style="list-style-type: none"> the players stand reversed the players start on their stomachs and roll around the longitudinal axis the players first create a role and so on
Points of interest	Drawing
Try to keep the pace high. Make it a competition.	
Section	Exercise Material
Response	<p>Explanation</p> <p>Two colors of pawns for example red and yellow. The pairs stand by the pawns. One side is the red side and the other is the yellow side. The trainer has a red and yellow pawn behind his back. When he raises the red pawn the red players run away and the yellow players try to tap them. If the yellow pawn is raised the yellow players run away and the red players try to tap them.</p>

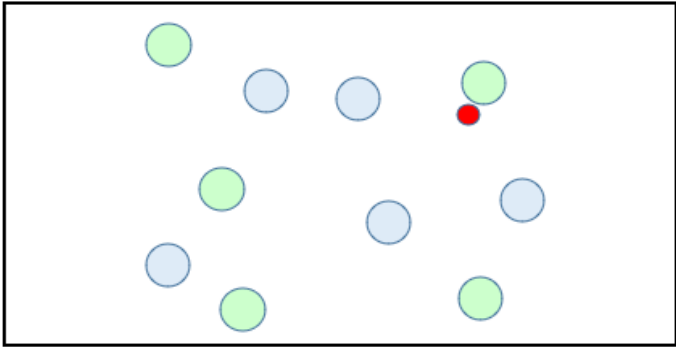
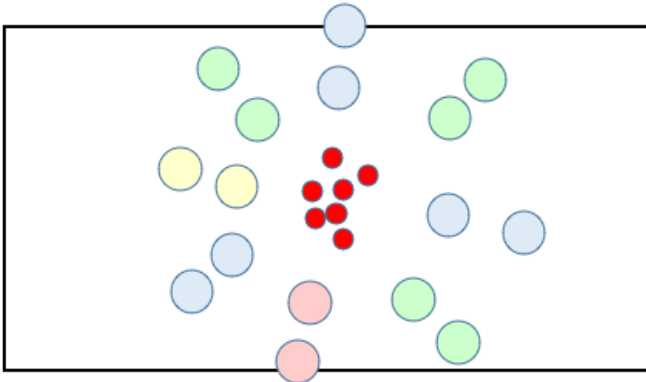
Points of interest	Drawing	
Play with your voice. Sometimes call loudly and then softly. As a trainer, you are the entertainer.		
Specific section		
Section	Exercise Material	
2-2	<p>Explanation</p> <p>The trainer hits the ball over the net. On the opposite side, two players stand side by side. These play the ball over the net with three ball contacts.</p> <p>Expansion</p> <ul style="list-style-type: none">▪ The trainer taps the ball. The players both start at the net and move backward.▪ The trainer taps the ball. The players cross back.▪ the players start in the center side by side and make a roll. The trainer throws the ball under the net▪ two players are on the ground, the other pair jumps over the▪ two players on the ground, and the other pair crawls under them▪ players and start next to the trainer. The trainer taps the ball and both go crosswise under the net.▪ one of the players has a ball, the trainer throws his ball over the net. There is passing, set-up and attacking. The ball of the pair must always be thrown over. So when passing, the non-passer has the ball, etc.	

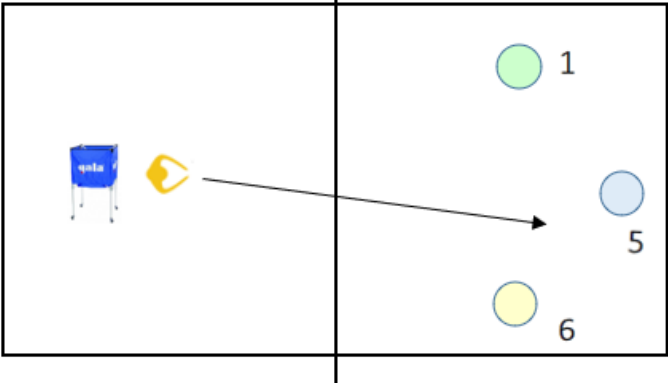
Game section	
Points of interest	Drawing
<p>The extension involves broad motor principles such as crawling, jumping and rolling.</p> <p>As a trainer, you can set the level of difficulty.</p>	
Section	Exercise Material
2-2	<p>2 with 2 ball</p> <p>Team A and team B play together; this also applies to team C and team D.</p> <p>Depending on the level, the teams play the ball to each other in three plays. When the ball goes over the net they perform an assignment:</p> <ul style="list-style-type: none"> ▪ just touch ▪ touch the backline ▪ 'hand clapping' ▪ around the pawn ▪ convert the blue and orange pawn <p>and so on</p>
Points of interest	Drawing
<p>Work in series. If the group, for example, the pair has made it, they may take a level harder.</p>	

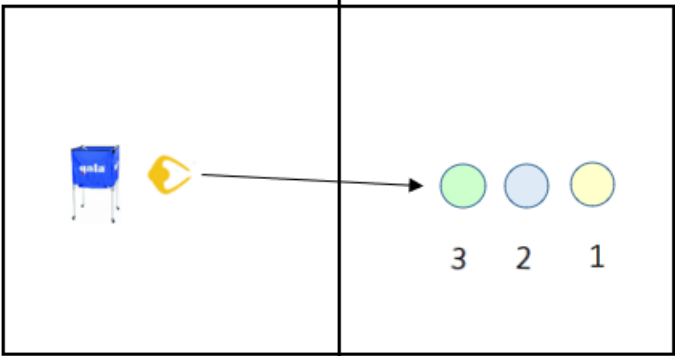
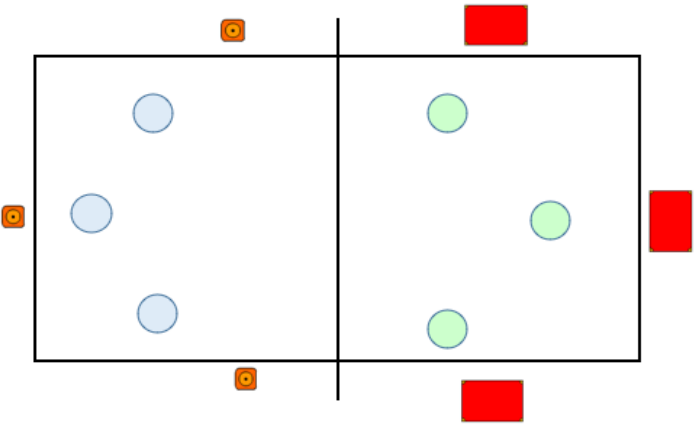
	
Section	Exercise Material
2-2	<p>BASIC VOLLEY</p> <p>Team A plays against Team B and Team C plays against Team D</p> <p>Basic Volley.</p> <p>For game rules, see playforms.</p> <p>You can play against each other at different levels.</p> <p>Basic Volley can also be played using the King of the Court principle.</p>
Points of interest	Drawing
Try to create an atmosphere of real play. Often the level sinks during a game form. As a trainer, be present to prevent this from happening.	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Team A Team C </div>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Team B Team D </div>

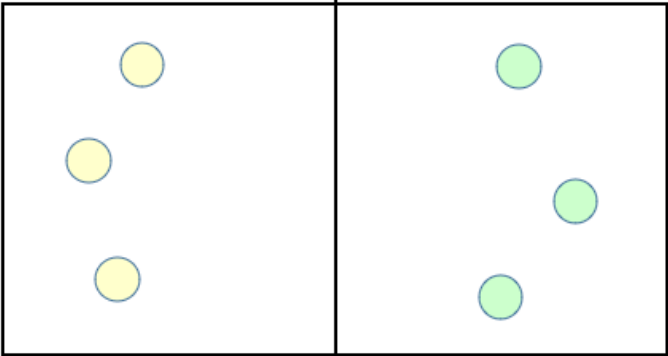
Training 3

Accent: 3-3

General Section	
Section	Exercise Material
Warm-up	<p>Explanation Two teams of 5 players on the volleyball court. The team among themselves throws the ball (overhand, as a soccer player at a throw-in) over. If this succeeds five times in a row, a point is won. Which team scores the most points?</p> <p>Expansion Possibly with two balls</p>
Points of interest	Drawing
Try to keep the pace high. Players may hold the ball for a maximum of two seconds.	
Section	Exercise Material
Response	<p>Explanation Pairs form a circle. In the middle of the circle are balls. There is 1 less ball than there are pairs. The pairs stand behind each other. Trainer calls, for example, "switch," "sit," "jump". The players do this. At some point, the trainer calls, 'Ball'. The back player of each pair runs around the circle and rejoins his partner. He goes through his legs and grabs a ball.</p>
Points of interest	Drawing
Play with your voice. As a trainer, you are the entertainer.	

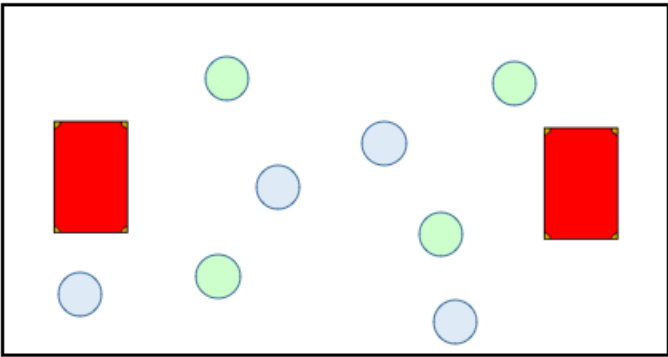
Specific section	
Section	Exercise Material
3-3	<p>Explanation</p> <p>The coach hits the ball over the net. On the opposite side, three players stand on the field. The players are at right back, center back and left back. The ball comes over the net and the players play the 1^e ball underarms, 2^e ball overhand and the 3^e ball is smashed or pushed over the net.</p> <p>Extension:</p> <ul style="list-style-type: none"> everyone hits the ball once players start at the net or another position, for example Players 1 and 6 are on the ground. Player 5 makes a cartwheel and walks through to the net. Player 1 or 6 plays the 1^e ball, player 5 plays the 2^e ball and the player who has not yet played plays the 3^e ball. players stand back to back. Player 2 plays the 1^e ball, player 1 plays the 2^e ball and player 3 plays the ball over the net. other combination Players 2 and 3 stand with their feet apart. Player 1 crawls or dives under them. He plays the 1^e ball. Player 2 the 2^e ball and player 3 plays the ball over the net.
Points of interest	Drawing
As a trainer, you set the pace and level of difficulty.	

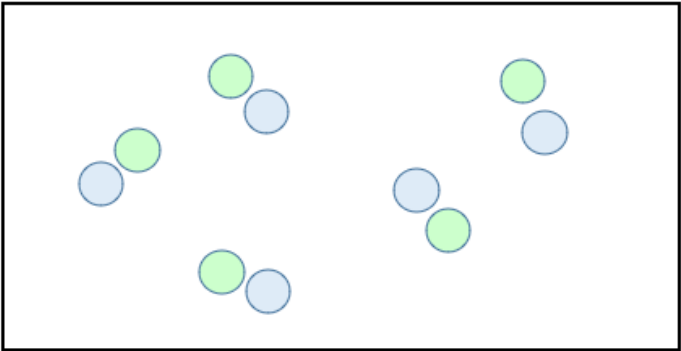
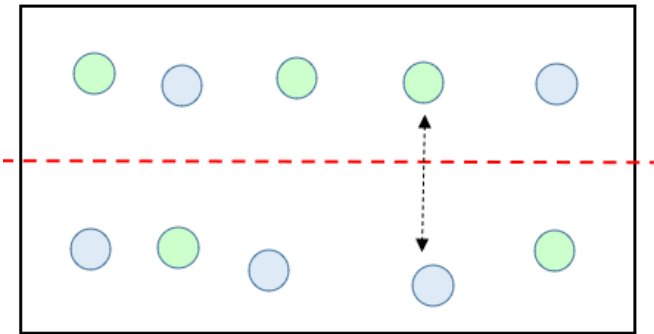
	
Section	Exercise Material
3-3	<p>Explanation</p> <p>3 by 3 is played. The ball is kept in play. The ball is played in three passes over the net. When the ball goes over the net, the players perform a task (some examples are shown in the drawing. You can, of course, add your things):</p> <ul style="list-style-type: none"> ▪ tapping the net ▪ line ▪ the three of us yelling ▪ around the pawn ▪ sit on the mat
Points of interest	Drawing
You can also do it with throwing and catching instead of volleyball techniques. Other intermediate forms are also possible.	
Game section	
Section	Exercise Material
3-3	<p>3-3 Spikeball</p> <p>For game rules, see playforms.</p> <p>You can play against each other at different levels.</p> <p>Spikeball can also be played using the King of the Court principle.</p>

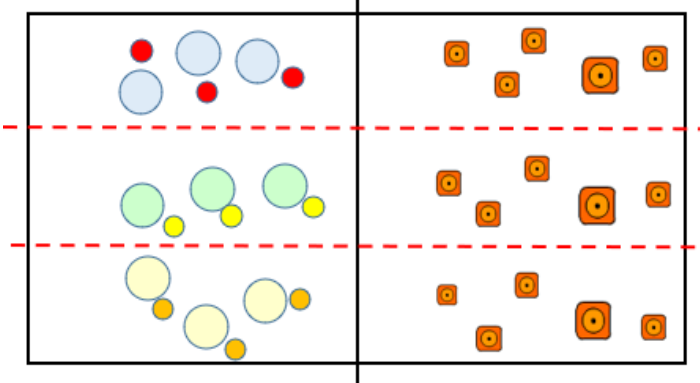
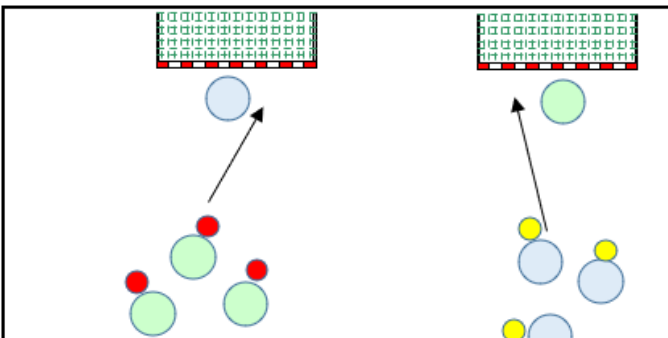
Points of interest	Drawing
	

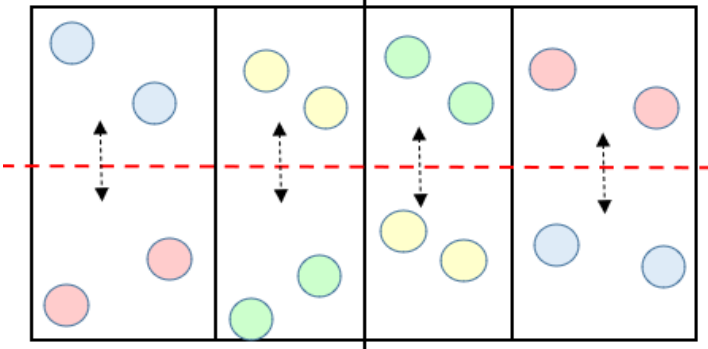
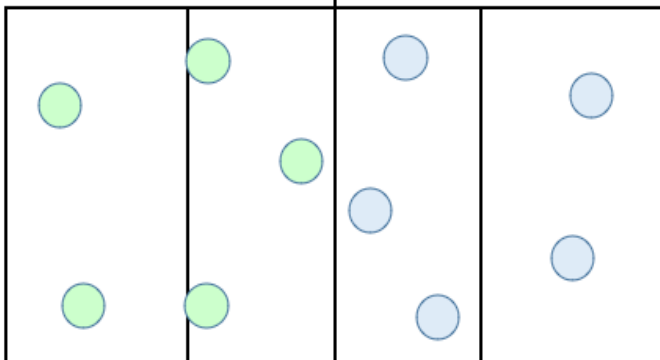
Training 4

Accent: smash the ball

General Section	
Section	Exercise Material
Warm-up	<p>Explanation</p> <p>Two groups against each other. Throw the ball over and try to smash at the other team's ball on the mat.</p> <p>The mats are about 10 meters apart.</p> <p>Extension:</p> <ul style="list-style-type: none"> goals instead of mats targets with backs to each other running with the ball
Points of interest	Drawing
	

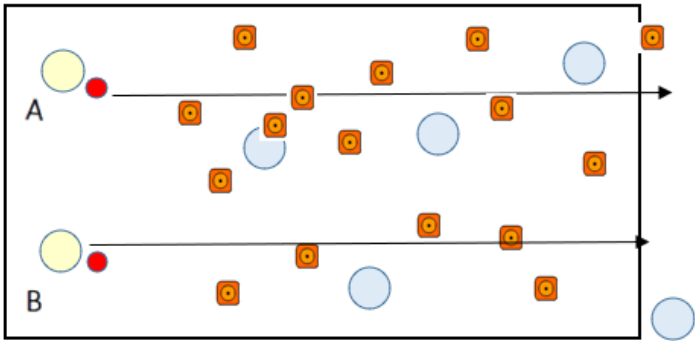
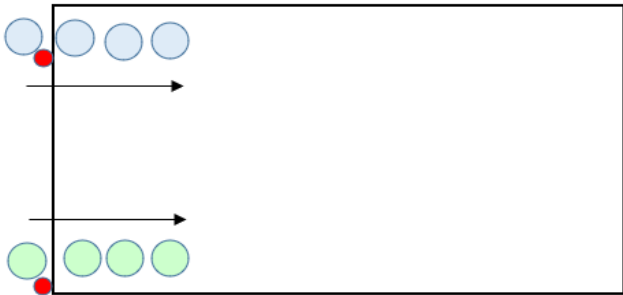
Section	Exercise Material
Power	<p>Explanation</p> <p>Pairs. Various exercises involving pulling the ball, and pushing against the ball. Two hands / one hand etc.</p> <p>Extension:</p> <ul style="list-style-type: none"> pulling and pushing against the ball steal the ball Both are on their backs, feet to the ball. Trainer calls and who has the ball first? idem on your belly
Points of interest	Drawing
	
Specific section	
Section	Exercise Material
Smashball	<p>Explanation</p> <p>Pairs with the net between them. The player who has the ball throws it up at the net and smashes it on the ground on the opposite side. So the ball may bounce once and the other player catches it and runs to the net and smashes the ball back. In this way, play continues.</p>
Points of interest	Drawing
<p>Low net</p> <p>The smash at the net and catch are done in the back.</p>	

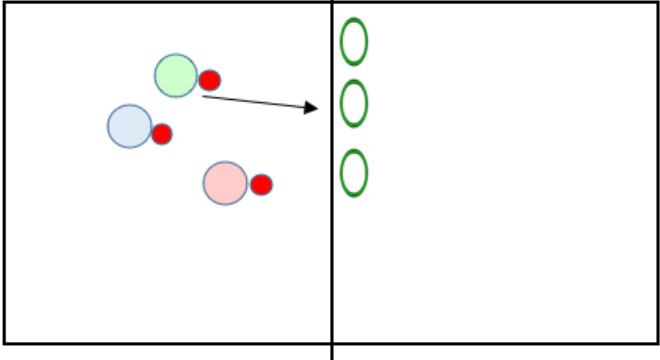
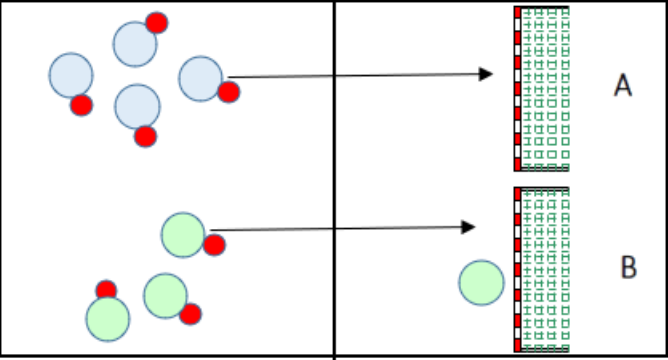
Section	Exercise Material
Smashball	Explanation Groups of, say, three players. Everyone has a ball. Players take turns smashing the ball over the net and trying to knock over the pawns. Which team will be the first to knock everything over?
Points of interest	Drawing
Positively encourage the players. Throwing the ball up at the net and hitting it there.	
Section	Exercise Material
Smash and defense	Explanation In front of the goal is a goalkeeper. The other children have a ball and stand several yards from the goal. The children take turns throwing up their balls and try to score the ball in the goal. If they score they get to be a goalkeeper. Extension: <ul style="list-style-type: none"> the goalkeeper stands turned around and player who is going to smash calls the name the goalkeeper quickly turns around the goalkeeper lies on his belly. If the player who is going to smash throws up the ball the goalkeeper may stand.
Points of interest	Drawing
If the goalkeeper is standing and he hears his name he turns at once. If the goalie is on his stomach and he gets up he is on his feet in 1x.	

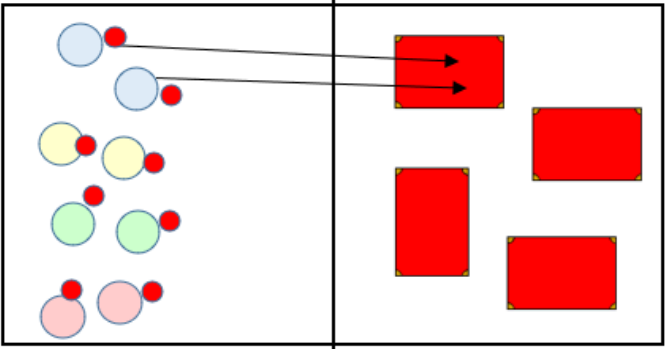
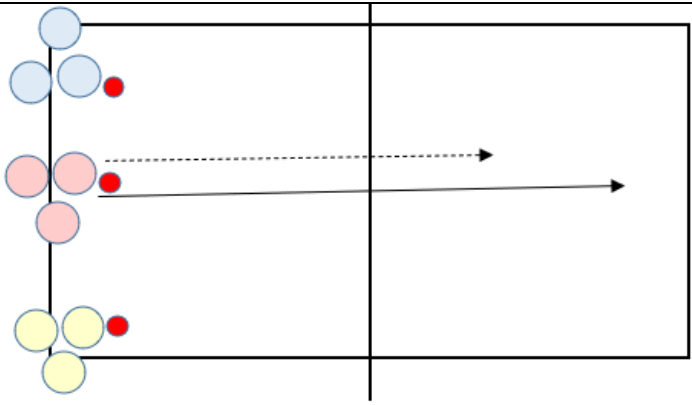
Game section	
Section	Exercise Material
Smashball 2-2	<p>Smashball 1.5 2-2</p> <p>The children play smashball level 1.5 in pairs against each other. The ball is smashed over the net, it is allowed to bounce once. The player who catches the ball runs with it to the net and throws it to his buddy. This smashes the ball over the net again.</p> <p>Extension:</p> <ul style="list-style-type: none"> different level
Points of interest	Drawing
The advantage of level 1.5 is that everyone can join quickly. This level is ideal for schools.	
Section	Exercise Material
Smashball 5-5	<p>Smashball 5-5</p> <p>Five players on each side. The ball is smashed into play, it is allowed to bounce once. The ball is played to the net with a volleyball technique. The "set-up" is a catch-throw motion and then the ball is smashed over the net.</p> <p>Extension:</p> <p>when the ball goes over the net turn one spot</p>
Points of interest	Drawing
You can also let the children create their levels.	

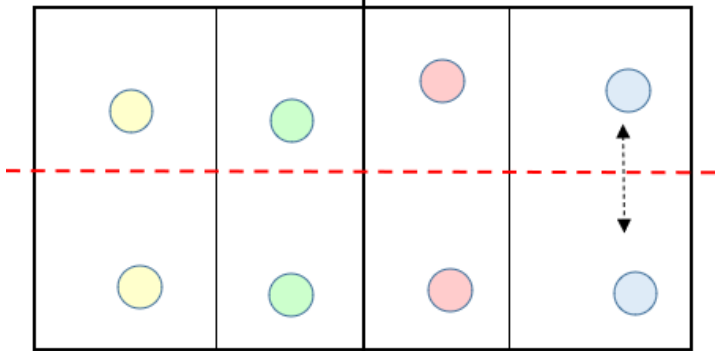
Training 5

Accent: serving

General Section	
Section	Exercise Material
Warm-up	<p>Explanation</p> <p>Two children hit their ball into the hall. Then they try to collect as many pawns (hats) as possible. The other children grab the batted balls as fast as they can and try to throw off the two children who are collecting the hats.</p>
Points of interest	Drawing
Be careful that the children do not throw each other off too hard.	
Section	Exercise Material
Relay	<p>Explanation</p> <p>Children are divided into groups. From each group, one player stands with the ball, the others lie crosswise on their stomachs. The one with the ball steps over each player. When he is over the last player the lying players are up into recumbent support. The player with the ball rolls his ball under the raised players. The last player grabs the ball. The one who rolled also lies down. The one who now has the ball goes over all the players again, etc. Which group will be first on the other side?</p>
Points of interest	Drawing
	

Specific section	
Section	Exercise Material
Serve	<p>Explanation</p> <p>All the players have a ball. They stand at a certain distance and, like a soccer player, throw the balls through the rings hanging above the net.</p> <p>Once the players have thrown several times they are going to try to serve the ball through the rings.</p> <p>As the players serve the ball over the net you have a point. If the ball also goes through the ring you have two extra points.</p>
Points of interest	Drawing
The rings hang between antennas above the net. The rings are secured with tape or tie-raps.	
Section	Exercise Material
Serving and scoring	<p>Explanation</p> <p>The players serve the ball over the net and then into the goal. You have situation A: without a goalie. If you serve into the goal you have a point. Situation B: with the goalie. If you score you may be a goalie.</p>
Points of interest	Drawing
The question is: Are we still going to serve underhand? Or only overhead? The underhand move no longer occurs after the children can serve overhead.	

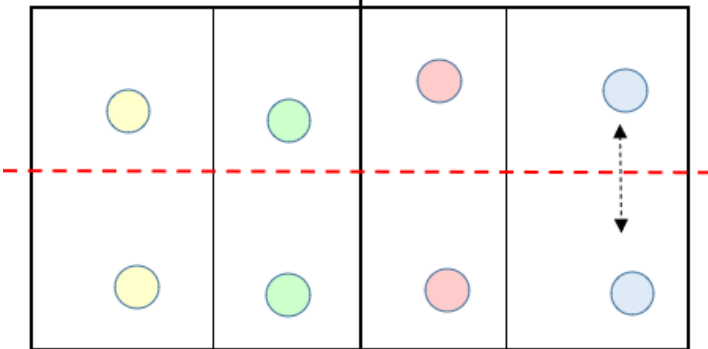
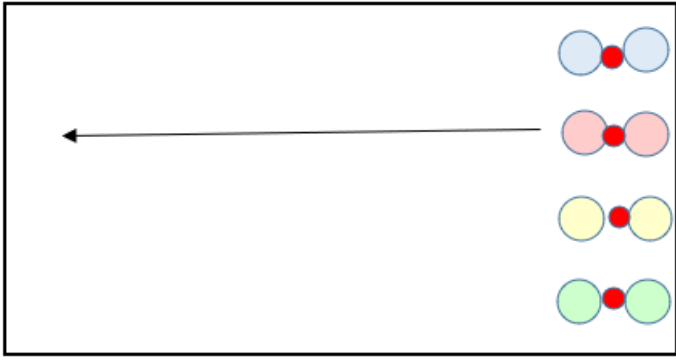
Section	Exercise Material
Serve	Explanation The children make pairs. All have a ball. If the 1 ^e of the pair serves on a mat then the 2 ^e must also try to serve on the mat. If they succeed they have a point.
Points of interest	Drawing
You can also put down the big thick mats. Then the chances are greater.	
Game section	
Section	Exercise Material
Serving game	Explanation Several groups of equal numbers stand ready behind the back line. The first of each group has the ball. That one serves the ball over the net and goes to retrieve it and gives it to the next one, who also serves etc. If you serve incorrectly you also go get the ball only then do you have to serve again.
Points of interest	Drawing
	

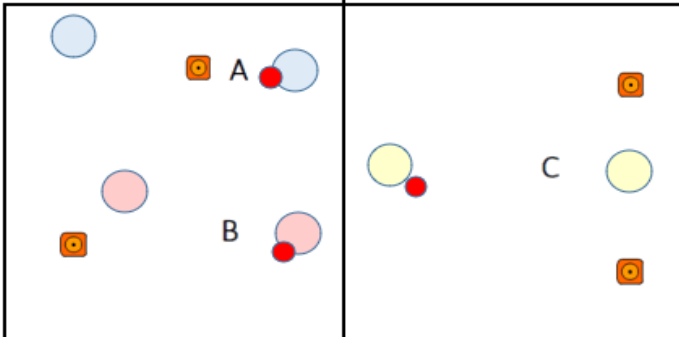
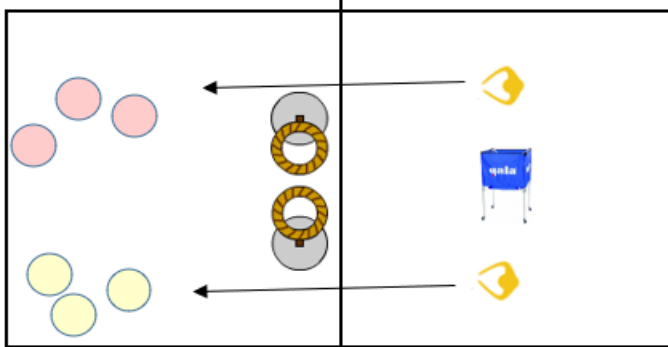
Section	Exercise Material
Party	Explanation The children play 1-1. If you want to continue the accent of serving in this exercise you can do it as follows: the player serves the ball over the net. If the ball goes over the net it can be caught by the player. Then throw up and underarms then overhand and play the ball over the net.
Points of interest	Drawing 

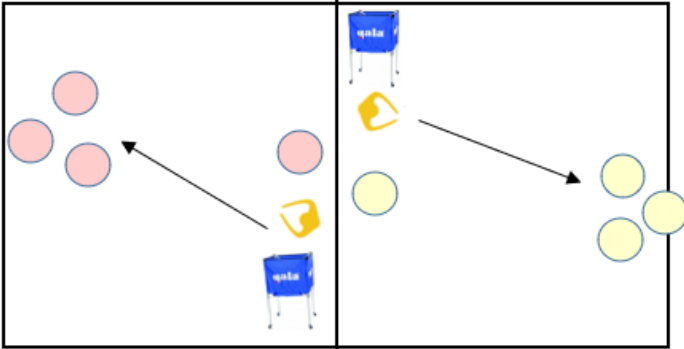
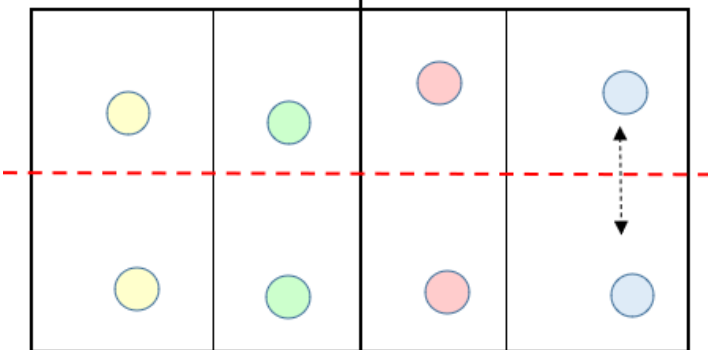
Training 6

Accent: underhand

General Section	
Section	Exercise Material
Warm-up	Explanation Two players face each other with the net between them. The ball is thrown over the net to each other. After the ball is thrown over the net, a task is performed. Extension: <ul style="list-style-type: none"> when the ball is over the net touch the net when the ball is over the net tap your neighbor when the ball is over the net tap your neighbor 2 places away when the ball is over the net tap your neighbor diagonally on the opposite side

Points of interest	Drawing
The children need to keep moving.	
Section	Exercise Material
Relay	<p>Explanation Pairs sit on the floor with their feet facing each other. The ball is wedged between the feet. The player turns around and passes the ball with their feet to the other, who had meanwhile walked around. Who gets to the other side first?</p> <p>Extension: Now clasp the ball with the feet and pass it back over the head.</p>
Points of interest	Drawing
Encourage the children positively.	
Specific section	
Underhand and feet--work	<p>Explanation In pairs, the player at the net throws the ball to the player in the back. The latter moves and plays the ball underarms. Three situations: Situation A: Before playing, the player in the back walks around the pawn and backward and plays underarms. Situation B: Before playing, the player in the back runs backward around the pawn and plays underarms. Situation C: Before playing, the player in the back moves sideways around 1 of the pawns and plays underarms.</p>

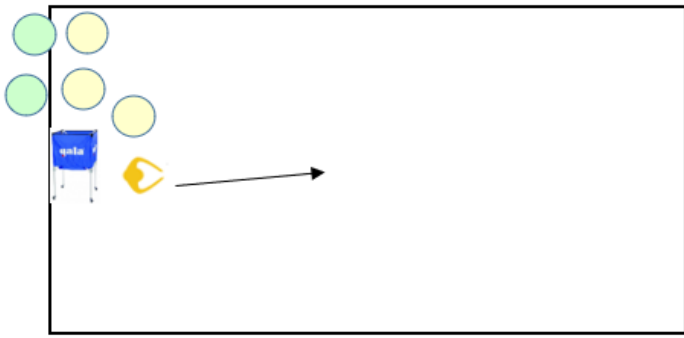
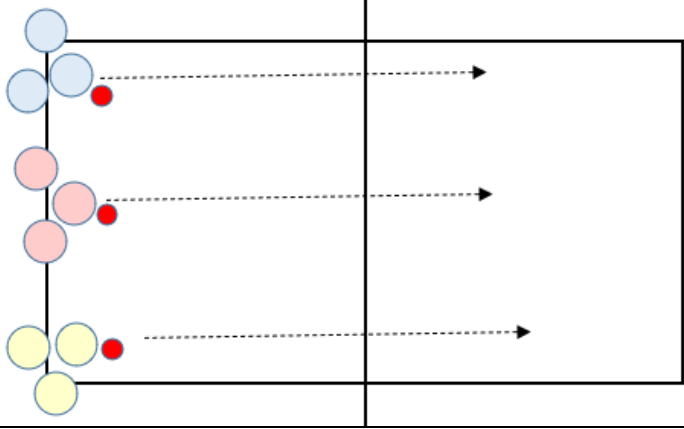
Points of interest	Drawing
Catch/throw instead of underarm or catch/throw and then underarm.	
Section	Exercise Material
Underarms in a competitive form	<p>Explanation</p> <p>Two groups. The trainers throw a ball over the net to their players. The players take turns trying to pass the ball into the basket. Which group will be the first to score, say, 10 points? Against the basket is 1 point, in the basket is 3 points.</p> <p>Extension:</p> <ul style="list-style-type: none"> ▪ diagonally in the basket ▪ with displacement
Points of interest	Drawing
Catch/throw instead of underarm or catch/throw and then underarm.	
Section	Exercise Material
Underarms in a competitive form	<p>Explanation</p> <p>Two groups. The trainer throws the ball to his player. This one passes to the net. Which group will be the first to pass 30 balls correctly? The 30 balls go in a series of 10. So if ball number 12 is passed incorrectly you start at 10. You decide that, for example, the body behind the ball.</p>

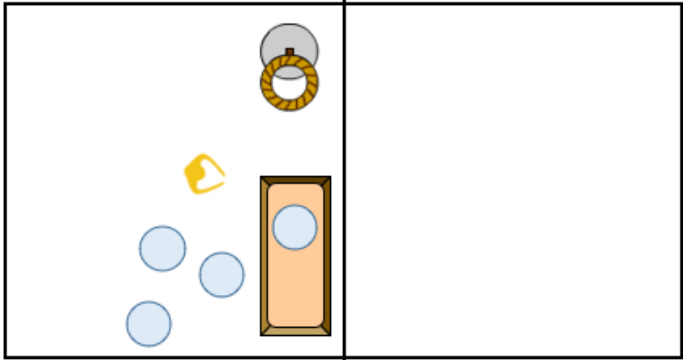
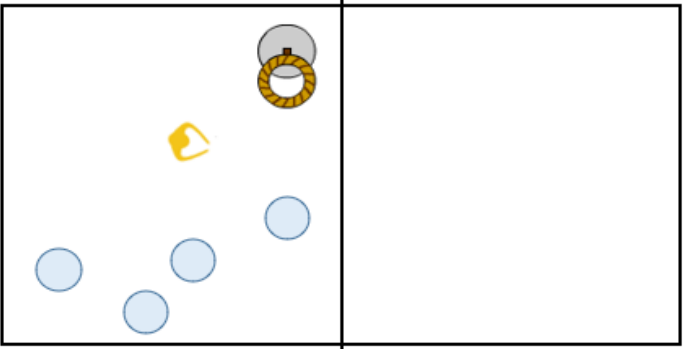
Points of interest	Drawing
Catch/throw instead of underarm or catch/throw and then underarm.	
Game section	
Section	Exercise Material
Party Form	Explanation Children play 1-1. The ball is brought into play with a thrown ball. When the ball comes over the net, the ball is played underarm and then caught and then thrown over the net.
Points of interest	Drawing
Catch/throw instead of underarm or catch/throw and then underarm.	

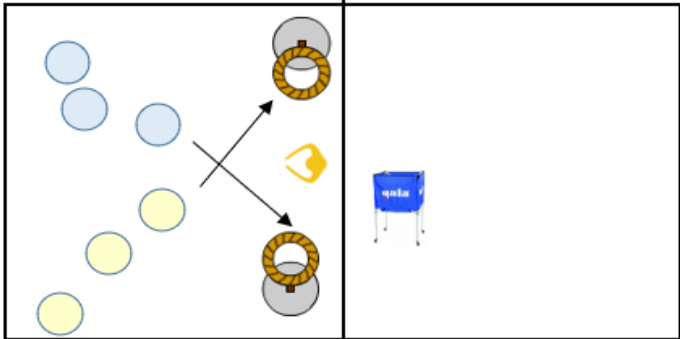
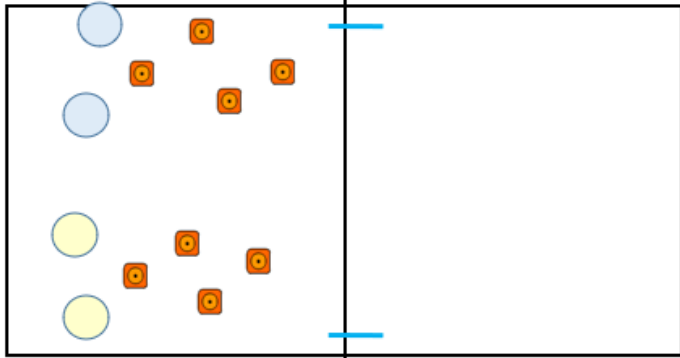
Training 7

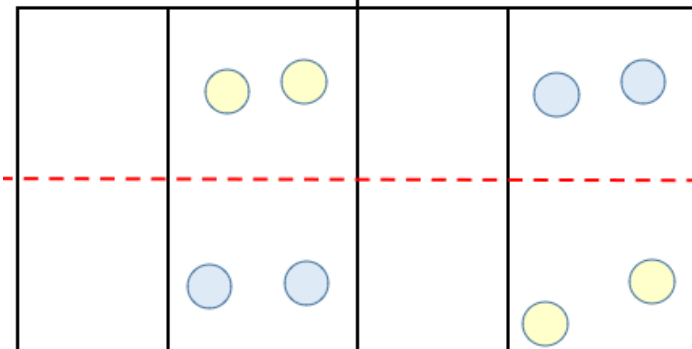
Accent: overhand

General Section	
Section	Exercise Material
Warm-up	Explanation The trainer hits the ball into the field. A child goes after it and: <ul style="list-style-type: none"> catches the ball goes under the ball goes under it as often as possible starts reversed and catch, for example starts on his belly and goes under the ball dives under the ball start in pairs, who have the ball first and so on

Points of interest	Drawing
Encourage the children. Let the children come up with their variations.	
Section	Exercise Material
Relay	<p>Explanation</p> <p>From each team standing behind the back line, the first player has the ball. On cue, they run to the net throw the ball over and the player goes under the net and catches the ball. If successful continue running around the post and back again. Also back the ball over the net under it yourself and catch. If the catching is not successful the player must throw again.</p> <p>Extension:</p> <ul style="list-style-type: none"> overhead instead of throwing over the net
Points of interest	Drawing
Encourage the children.	
Specific section	
Section	Exercise Material
overhand and broad Motor schools	<p>Explanation</p> <p>A child climbs on the buck. The trainer throws a ball too. The child catches it and plays the ball overhand into the basket. After playing, the child jumps off the trestle.</p> <p>Against the basket is 1 point in the basket is 3 points.</p>

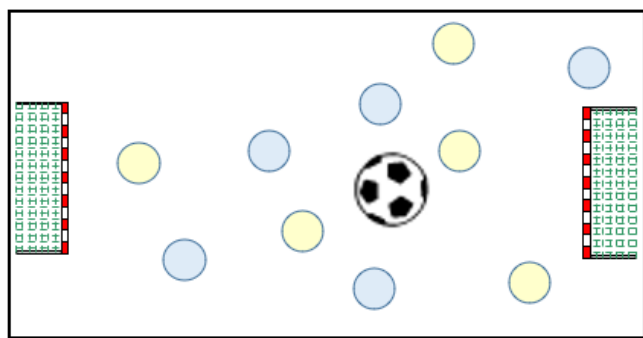
Points of interest	Drawing
Throwing instead of overhand.	
Section	Exercise Material
Overhead	<p>Explanation</p> <p>The child comes running in from a certain place, for example, from the right. The trainer throws the ball on and the child plays the ball into the basket. Against the basket is 1 point in the basket is 3 points.</p> <p>Extension:</p> <ul style="list-style-type: none"> ▪ if you catch the ball yourself after playing you get double points (invented by the children themselves) ▪ basket in another place ▪ approaching from another place
Points of interest	Drawing
Catch and throw instead of overhand.	
Section	Exercise Material
Overhead	<p>Explanation</p> <p>The trainer takes turns throwing a ball at the teams. The children take turns playing the ball overhand into the basket. Which team will have 10 points first? Against the basket is 1 point in the basket is 3 points.</p> <p>Extension:</p> <ul style="list-style-type: none"> ▪ children play straight ahead rather than diagonally

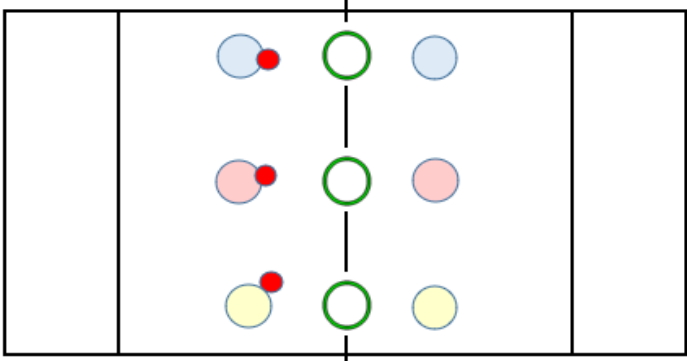
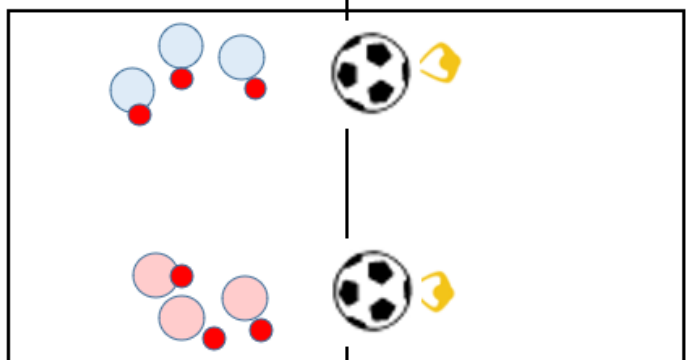
Points of interest	Drawing
Catch and throw instead of overhand.	
Game section	
Section	Exercise Material
Overhead	<p>Explanation</p> <p>Pairs with 1 ball. The children pass the ball overhead and move through a circuit. In the drawing, some pawns move between them. When they reach the antenna they try to play the ball against the antenna. If they miss the ball it is 1 point. Which pair will have 10 points first?</p> <p>Extension:</p> <ul style="list-style-type: none"> different circuit
Points of interest	Drawing
Catch and throw instead of overhand.	
Section	Exercise Material
Game Form 2-2	<p>Explanation</p> <p>Depending on the level, the ball is either served or thrown in. If the ball comes over the net, the 1^e ball may be caught and then thrown to the partner, who meanwhile stands at the net and plays overhand. The 3^e ball is a volleyball technique.</p>

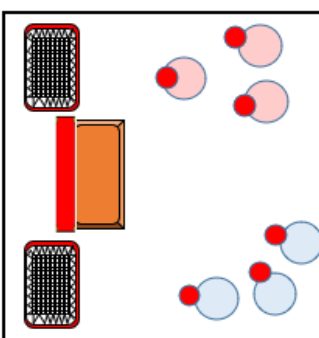

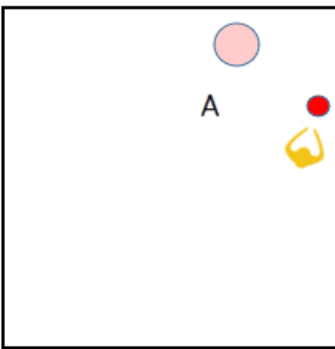
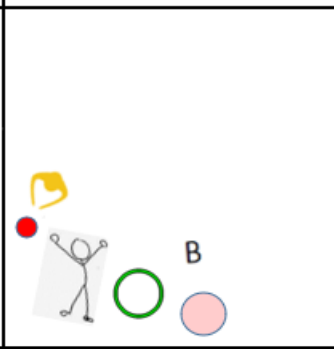
Points of interest	Drawing
Note the 'if-then' principle. So: if 'I' take the 1 ^e ball then you go to the net.	

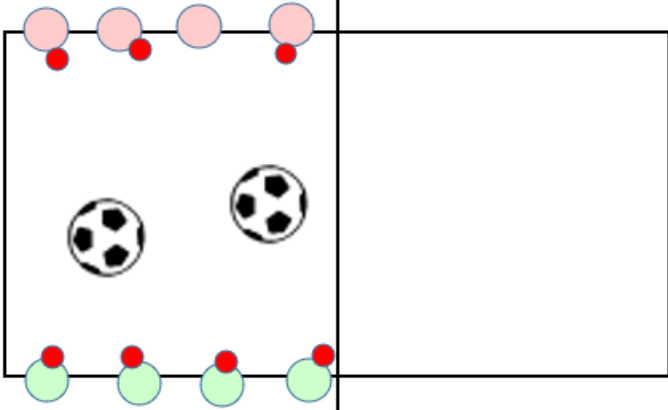
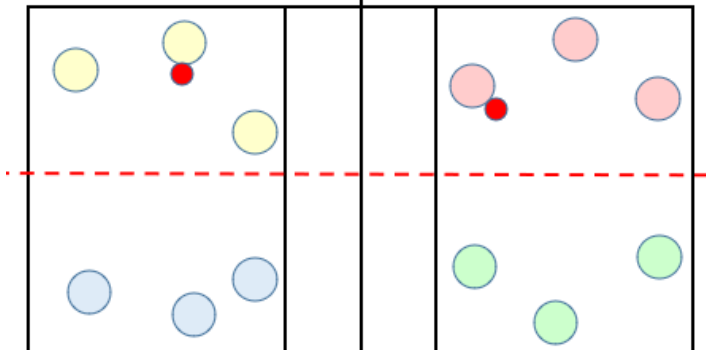
Training 8

Accent: smash

General Section	
Section	Exercise Material
Warm-up	<p>Explanation</p> <p>Two teams against each other. They try to hit the big gym ball into the goal with each other. You may hit the gym ball propel by hitting it.</p> <p>Extension:</p> <ul style="list-style-type: none"> running with the ball
Points of interest	Drawing
Keep pace in the game.	

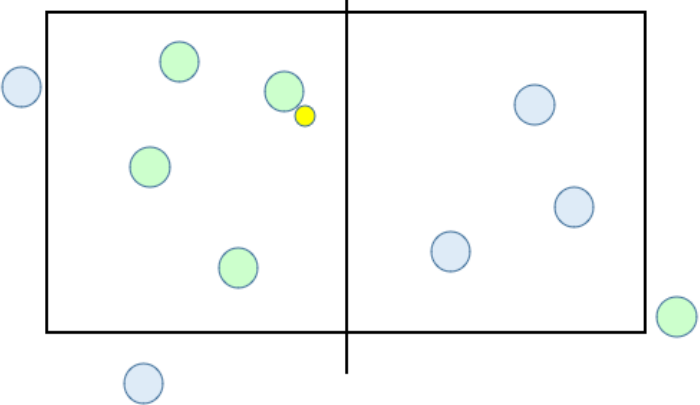
Section	Exercise Material
Smash and move	<p>Explanation</p> <p>Pairs with 1 ball. Both players face each other with the ring between them. The ring is on the center line under the net. The players bounce the ball through the ring to each other. The ball is bounced with two hands from the head. Then they tap the 7-meter line.</p> <p>Extension:</p> <ul style="list-style-type: none"> striking instead of striking make it a contest
Points of interest	Drawing
The two-handed bounce motion is a pre-movement of the smash.	
Specific section	
Section	Exercise Material
Smashing and catching	<p>Explanation</p> <p>The trainer holds a gym ball on the net edge. The children take turns throwing up their ball and hitting it against the gym ball. The ball bounces somewhere and it is caught before the bounce. If this succeeds they have a point.</p> <p>Extension:</p> <ul style="list-style-type: none"> with jump
Points of interest	Drawing
As the trainer, you are the entertainer. Play along with the children!	

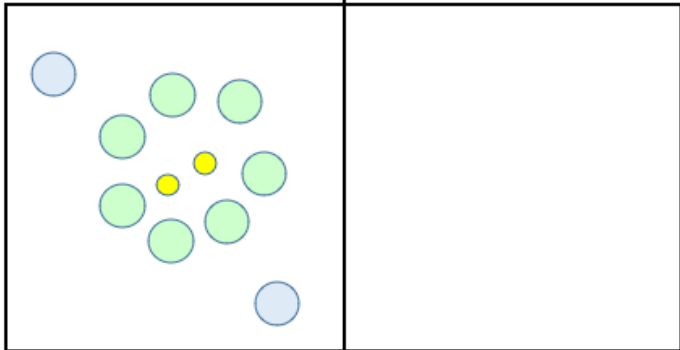
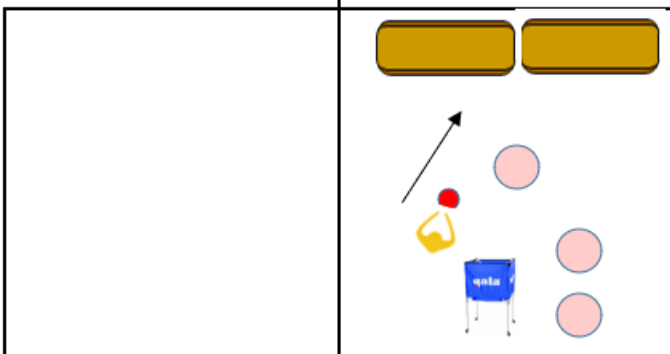
Section	Exercise Material
Smashing and scoring	Explanation The child smashes the ball on the ball trampoline. The ball bounces back then he plays the ball underhand or overhand into the open bin. In the open bin is a gym mat so there is more chance to score. In the bin is a point.
Points of interest	Drawing <div> <p>For more fun exercises, see jeroen_volley's Instagram account</p> <p>Catch and throw instead of underhand or overhand</p> </div> <div>   </div>
Section	Exercise Material
Approach	Explanation The trainer holds a volleyball over the net. The player approaches and knocks the ball out of the trainer's hands (Situation A) Extension: <ul style="list-style-type: none"> There is a ring and in front of it a player on the ground. The player runs: into the ring (1^e step) goes over the player lying on the ground (2^e step big) and then the 3^e step brake pass and knocks the ball out of the trainer's hands There are two players on the ground
Points of interest	Drawing <div> <p>Pay attention to the feet!</p> </div> <div>   </div>
Game section	
Section	Exercise Material

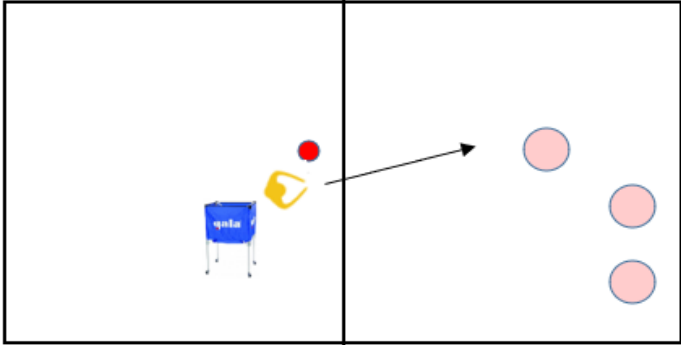
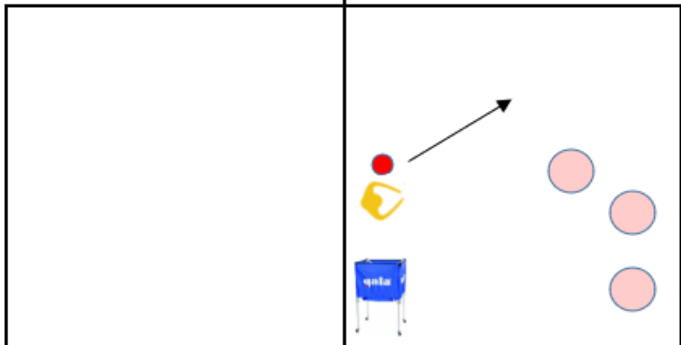
Smash	Explanation Two teams both on a sideline. All players have a ball. At the coach's signal, they hit their ball against the large gym balls lying in the middle. Which team manages to get the ball to the other team over the sideline?
Points of interest	Drawing
Encourage the children.	
Section	Exercise Material
Smashball 3-3	Explanation Smash ball is played 3 against 3. The rules may be: if the ball comes over the net (it may bounce once) the 1 ^e ball may be caught and thrown to the setter. The setter gives a set-up and the offense smashes the ball over the net. We play with the point to the back. Standing at the net is pointless. Extension: <ul style="list-style-type: none"> another form of play e.g. if the ball comes over the net (bounce once is allowed) catch it for yourself throw it up and smash it. everyone must have played ball once
Points of interest	Drawing
Attacking we do at the net. Defending at the back. That's how you get displacements.	

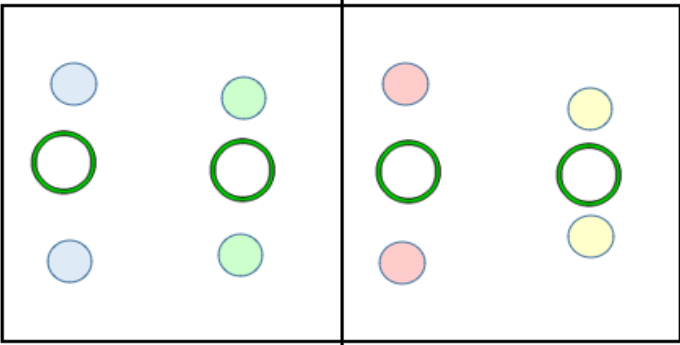
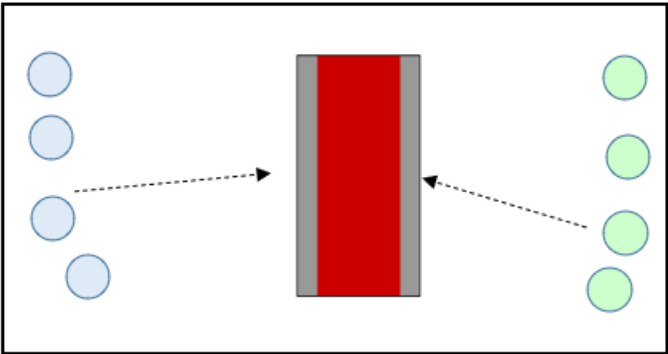
Training 9

Accent: defense

General Section	
Section	Exercise Material
Warm-up	<p>Explanation</p> <p>Two teams play dodgeball. When you are thrown off you stand behind the opponent's court and there try to throw someone off. If this succeeds you may return. If your thrown ball is caught immediately you are also off.</p> <p>Extension:</p> <ul style="list-style-type: none"> several balls <p>running with the ball</p>
Points of interest	Drawing
Encourage the children. Speed is the game.	
Section	Exercise Material
Speed	<p>Explanation</p> <p>About six children make a circle and hold each other's hands. In the middle of the circle is a ball. Outside the circle stands a player who tries to grab the ball in the middle. The children in the circle try to prevent this by spinning around together.</p> <p>Extension:</p> <ul style="list-style-type: none"> Two children outside the circle Two balls in the middle

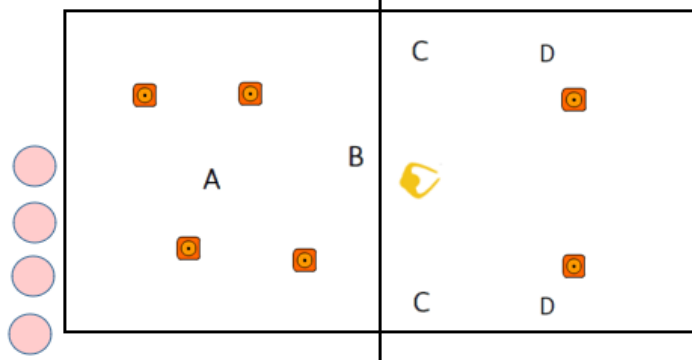
Points of interest	Drawing	
Encourage the children.		
Specific section		
Section	Exercise Material	
Speed and catching the ball	<p>Explanation</p> <p>The trainer stands behind the player. The player cannot see the trainer. The trainer throws a ball against the cabinet. This ball bounces back and the player catches it.</p> <p>Extension:</p> <ul style="list-style-type: none">playing underarms instead of catchingtrainer throws harder	
Points of interest	Drawing	
Instead of throwing it against the closet, you can throw it against the wall.		
Section	Exercise Material	
Defending, moving and going for the ball.	<p>Explanation</p> <p>The trainer throws the ball under the net (so the ball comes quickly). The player moves and tries to catch the ball.</p> <p>Extension:</p> <ul style="list-style-type: none">playing instead of catchingthrow over the nethitting the field from the side	

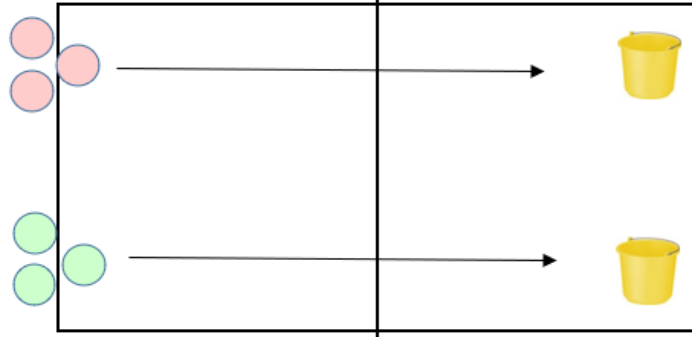
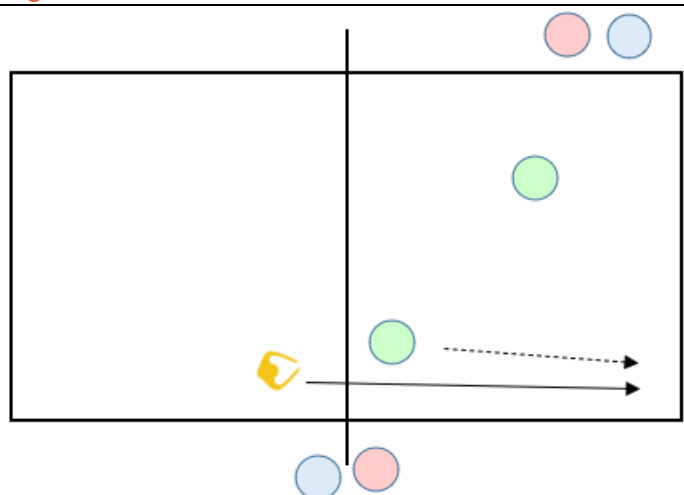
Points of interest	Drawing
You can also roll the ball under the net and have the child pass the ball through their legs.	
Section	Exercise Material
Defending, moving and going for the ball.	<p>Explanation</p> <p>A group of players stands at position 6. The trainer throws balls into the field and players take turns defending balls. When they have defended they close behind again. A trainer can determine that the group must defend e.g. 24 balls. In this exercise on two playing halves at the same time, who finishes first?</p> <p>Extension:</p> <ul style="list-style-type: none"> ▪ if you don't go for the ball a point off ▪ one roll counts for 2 ▪ do these exercises on two fields at the same time, who will finish first?
Points of interest	Drawing
Encourage the children to go for the ball.	
Game section	
Section	Exercise Material
Defending in a game format	<p>Explanation</p> <p>Two players both stand on one side of the hoop. There is 1 ball. The children play a game of 1-1. They bump the ball into the hoop and then the ball must be caught. They may move around the hoop.</p>

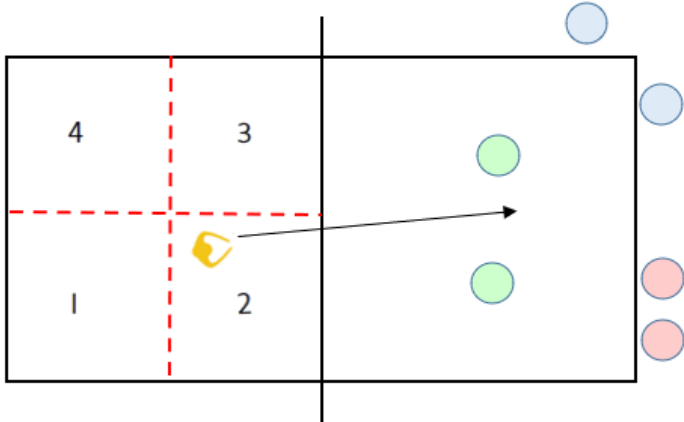
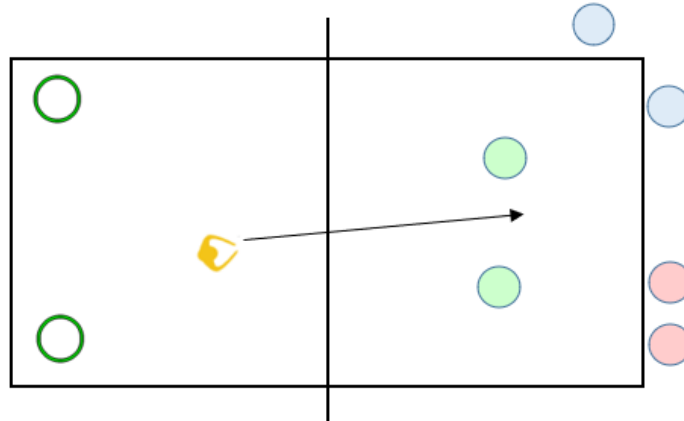
	Extension: <ul style="list-style-type: none"> smashing instead of throwing in the hoop after throwing the ball into the hoop, for example, the tap line.
Points of interest	Drawing
<p>The pace must remain high.</p> <p>Maybe the kids will know a variation, too.</p>	
Section	Exercise Material
Diving	Explanation <p>Two teams. One team on each side of the thick mat. Taking turns, the teams take a run-up and dive onto the mat simultaneously. The mat slides in one direction. When the team is off the mat, the other team takes a run-up and dives onto the mat. So the mat goes back and forth. After x number of minutes, we go to see where the mat is.</p> Extension: <ul style="list-style-type: none"> Four teams so on all sides a team
Points of interest	Drawing
Encourage the children.	

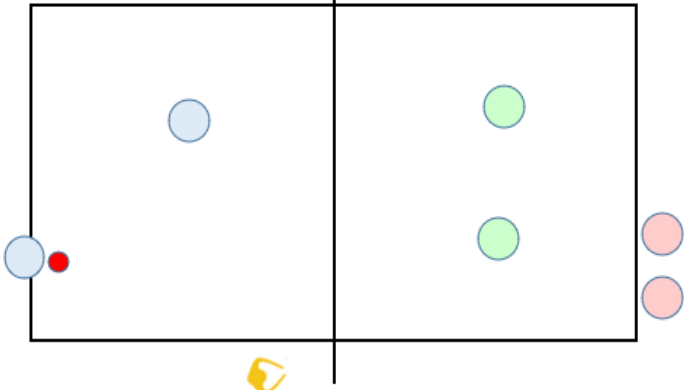
Training 10

Accent: beach

General Section	
Section	Exercise Material
Circuit	<p>Explanation</p> <p>The player passes under the line and goes zigzagging (A) past the pawns. Blocks (B) and goes under the net. Then chooses a side and blocks (C) then runs off and defends the thrown ball (D)</p> <p>Extension:</p> <ul style="list-style-type: none"> ▪ if with zigzags then on the outside a dip ▪ different circuit ▪ two of the same circuits and then against each other
Points of interest	Drawing
For all exercises, there can also be catching and throwing.	
Section	Exercise Material
Relay	<p>Explanation</p> <p>On the opposite side are two buckets. On the other side, two teams stand ready. The first of each team grabs a handful of sand and runs to the opposite side. Puts it in the bucket and goes back. Then Take turns with the others on the team. Which team's bucket is full first?</p>

Points of interest	Drawing
Encourage the children.	
Specific section	
Section	Exercise Material
Beach pairs	<p>Explanation</p> <p>The trainer throws the ball over the net. The player in front of him runs off (to the back). After walking off, the trainer throws the ball to the player who finished. This player passes. The other player runs to the net and gives the set-up and an attack is made.</p> <p>Extension:</p> <ul style="list-style-type: none"> ▪ descend on the other side ▪ a trainer can also throw the ball to the player already at the back
Points of interest	Drawing
Where do you pass? If-then principle Which leg to go with the set?	

Section	Exercise Material
Beach pairs	Explanation The trainer throws the ball over the net. An attack is built up. After the setter plays the ball he calls 1, 2, 3, or 4. The attacker hits the ball into this box. If this succeeds they have a point. For example, who has 8 points first?
Points of interest	Drawing
Where do you pass? If-then principle Which leg to go with the set?	
Section	Exercise Material
Beach pairs	Explanation The trainer throws the ball over the net. An attack is built. The attacker tries to shoot the ball into the hoop.
	Extension: <ul style="list-style-type: none"> multiple hoops if too difficult harder to catch on
Points of interest	Drawing
Where do you pass? If-then principle Which leg to go with the set?	

Game portion	
Section	Exercise Material
Party Form	<p>Explanation King of the Court principle The variants are:</p> <ul style="list-style-type: none"> ▪ always roll over. If a goal has or has not been scored always rollover ▪ A fixed pair on the opposite side. This pair is served 10 balls by multiple pairs. How many times do they score from the 10 balls? ▪ if you score you go to the winners' field <p>Extension:</p> <ul style="list-style-type: none"> ▪ trainer serves the balls in.
Points of interest	Drawing
<p>Apply the principles learned such as "where do you pass" and "which leg in front."</p> <p>Also calling 1,2, 3 or 4.</p>	

5. Checklist

Safety

- Count the number of children upon entry
- Safety in the hall

Start of training

- Short talk, has everyone been covered?

During training

- Have you asked children for ideas?
- Fun
- Cool
- Smash
- Score
- Games
- What did the children think?

After training

- How did the training go? What went well and what didn't?
- Children go home with red cheeks

6. More information

- Facebook: Action Volley
- Instagram: Remko Kenter



7. Inspiration

- Volleyball4All project Nevobo: visits to the Czech Republic (Techniques), Slovenia (Trainers) and Norway (the sport principles, culture and forms of play).
- Nevobo talks with Dorien Tenhaeff (NED), Peter van Tarel (NED) and Guus Klein Lankhorst (NED).
- Volleyball4All talks and inspiration sessions.
- Euro workgroup Boysvolleyball : Eivind Rudaa (NOR), Peter Jorgensen (DEN), Burkhard Disch (GER), Ben Angelsberg (LUX), Jan Suchý (CZE), Nikola Dimitrov (BUL), Ziva Cof (SLO), Micha Snurawa (BEL), Guus Klein Lankhorst (NED) and Ana Vidal (SPA)
- Trainers Kids Volley Sliedrecht Sport (period 2015-2020): Bianca Boer (NED), Sabine Blomert (NED), Judith de Vries (NED), Vincent de Noord (NED), Martijn van Wijgerden (NED) and Mark van Rijsbergen (NED).
- Volleyball project Peelpush i.c.w. Rabobank: Peter Verstappen (NED), Daphne Verstappen (NED) and Angelique Willems (NED).
- Interviews with Peter van der Ven (NED), Jo Everaert (NED), Arie van der Zwaan (NED), Eivind Rudaa (NOR), Fredrik Pedersen (NOR), Matt van Wezel (NED), Jeroen Bouter (NED), Bé Zwart (NED), William Hazenbroek (NED), Yannick van Harskamp (NED), Kim Wolswijk (NED), Daan Krijnen (NED), Elisabeth Bjørvik (NOR), Silje Torberntsson (NOR), Ivana Mifkova (CZE), Zdeněk Haník (CZE), Ondřej Foltýn (CZE), Eva Berková (CZE), Ziva Cof (SLO), Ana Oblak (SLO), Rachel Zwartbol (NED), Arne Aarhus (NOO), Abe Meininger (NED) Kees van Wijngaarden (NED) and Han Bulten (NED).
- Conversations during Action Volley trainer course 2022 Nijmegen
- Interviews various trainers from OD Vital Ljubljana (SLO)
- Interviews various trainers from VK České Budějovice (CZE)
- Instagram account Jeroen Bouter (NED)
- Workshop Kåre Mol (NED) CEV Coaches Convention 2021 and Oslo February 2022
- Workshop February 2022 Oslo: John Walstand (NOR) and Jon Grydeland (NOR)
- CEV Coaches Convention 2019 : Marco Mencarelli (ITA) and Peter Morell (DEN).
- KNHB Publications Boukje Smeets (NED)
- Publications Project manager *Broad Motor Development* (BMO) Skillful Generation Martine van Hoofwijk (NED)
- Podcast 'As many as possible for as long as possible' Martin Erikstad (NOR)

8. Bibliography

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- The green games for young and old ISBN 978-725-9423-5 H. van der Einden and R. Pecht
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9. Thank you

I hope that after reading it, you have gained new inspiration. I found it super meaningful to put some things on paper now. Some things are easy to tell but putting them on paper is harder. As trainers or coaches, we all have the same goal: we want to inspire kids to play volleyball and let them do it enjoyably.

Thanks to all the children who helped design the exercises and contributed ideas. Thanks to Han Bulten for some linguistic adjustments in this document. I would like to thank the Volleyball Unions of the Czech Republic, Slovenia, Norway, Belgium and the Netherlands for their pleasant cooperation in the Volleyball4All consortium. Many valuable insights have come from this project. Thanks also to Peter van Tarel and Dorien Tenhaeff for their trigger moments, inspiration and their positive questioning. This has taken the Action Volley thinking further. Guus Klein Lankhorst thanks for your input on the methodical areas and your volleyball insights.

What I want to conclude with is the question, "Who are the owners of the sport? They are the children! So keep listening to them carefully. Good luck!