Coaches Manual

Volleyball4Life

Coaches Manual

Volleyball4Life

Preface

Dear coaches,

Welcome to our global team of Volleyball4Life coaches!

We are proud to present to you our Volleybal4Life handbook. We hope it is helpful so that you – as a coach –can make our programme successful and impactful for girls.

In this handbook we are sharing techniques to lead volleyball sessions for 12 to 18 year-old girls, to help them become empowered and build life skills they can apply on the volleyball court and outside.

The handbook will also present short explanations of the theory you learned during your Nevobo training, as well as multiple games you can use with your group.

It is important to remember these are only examples. You can always adapt existing games to your group's experience and interests, or develop your own. Feel free to be creative and use your own expertise and imagination!

Last, but not least, our V4L team appreciates hearing your experiences when using the manual, so feel free to share this with us, as well as any questions, suggestions or comments you might have about the manual. Together we can develop Volleyball4Life. You can contact us through our Instagram or Facebook account or send an email to volleyball4life@nevobo.nl.

Wishing you and your players lots of fun with the volleyball activities in this handbook!

@Volleyball4LifeOfficial
@Volleyball4Life_Official

TABLE OF CONTENTS

1. The Volleyball4Life programme 6

2. Who is this handbook for? 8

3. The role of the coach 10

4. Integrating life skills in your volleyball training 13

5. Life skills for girls' empowerment 14

6. Example of volleyball activities per life skill 16
   - 6.1 Identify who I am (in relation to society) 19
   - 6.2 Dream and express my wishes 29
   - 6.3 Act to realise my goals 39
   - 6.4 Dare to realise my goals 49

7. Colophon & credits 60

Volleyball4Life

1. The Volleyball4Life programme

The main goal of Nevobo, the Dutch Volleyball Federation, is to develop volleyball in the Netherlands. But we also feel a sense of responsibility for the development of volleyball in other countries, and we work towards providing volleyball activities around the world, such as our Volleyball4Life (V4L) programme.

Volleyball4Life

The Volleyball4Life programme focuses on the empowerment of girls, with the ultimate aim that 12 to 18 year-old girls that take part in the programme get tools and skills to assert themselves and make their own decisions.

The problem we tackle

Girls are often more vulnerable. For example, in Nepal, where we set up Volleyball4Life. Girls – more often than boys – cannot finish primary school, are married off before the age of 18, and face domestic or sexual violence. These girls hardly ever have the chance to make decisions about their own lives and bodies, and are more often economically dependent.

Our approach

Therefore, we offer a grassroots volleyball programme, especially for girls. We provide girls with volleyball drills and games, coaching and community support to build new skills, self-insight and the opportunity to share their stories and problems. All of this results in personal development and increased decision-making power for the girls.

How we work:

1. **Volleyball training and activities**
   Volleyball brings a multitude of advantages: It is the most practiced team sport by women and girls around the world. It is safe, because it does not involve body contact. A small court is the only thing that you need to play. And playing volleyball teaches plenty of new skills, like collaboration.

   Depending on the community context, Volleyball4Life can be offered as part of the school curriculum for physical education for mixed groups of boys and girls, or as an extracurricular activity for girls who are enthusiastic about the sport.

2. **Coaching**
   As a group, girls gain life skills through play and practice during a volleyball training. Examples of such skills are 'I know what I want', 'I set goals' and 'I collaborate.' The coach also provides individual feedback to the girls.

   In smaller groups or couples, girls can support one another. And in case of specific problems or trauma, we aim to offer girls individual counselling by experts among our local partners.

3. **Engagement with girls' direct environment.**
   This includes parents, other family members, boys, headteachers and community leaders to ensure that girls can also apply and practice their newly built skills in the community they live in.

   In principle, our focus is on engaging parents, principles and local authorities, because: parents make decisions for their children. As a coach, you can obtain the parents' permission and engagement, by discussing what their daughters will gain from sports.

   Examples are: health, better school performance, new skills, and spending their leisure time in a positive way.

   Principles can make the decision to meet the physical education curriculum' goals by putting Volleyball4Life in the curriculum. Once trained by Nevobo, physical education teachers can conduct V4L and can refer schoolgirls to the extracurricular V4L programme. As a coach, and together with our local partner, you can talk to principles about Volleyball4Life and the value it has for the school.

   Finally, local authorities make decisions about programmes and budgets and can recruit formal and informal supporters for the programme. Our local partners are involved in engaging their support.

We always make sure that girls are in the lead, developing their lessons and trainings. And we always work with local partners, to make sure that our programmes fit into the local context.

2. Who is this handbook for?

This handbook is meant for female and male volleyball coaches. Once you have been trained by Nevobo in the Volleyball4Life curriculum, you are able to:

- Lead volleyball sessions for groups of girls or school children
- Address life skills in your games and play
- Mobilise players and engage with parents

You will learn even more by implementing activities, and in doing so, you will grow your skills as a coach. You will be able to learn faster when reflecting on your lessons: what was good about the lesson and what can be done differently next time. And you can get even more out of it if you have a mentor or buddy with whom you can reflect on how to improve your lessons.

After a while, you might want to grow as a coach. Our local partner can help you to improve your dialogue skills and involve you in activities to engage community members or local authorities.

The players
Your target group are 12 to 18 year-old girls. Nevertheless, in primary school you may have mixed groups with both boys and girls.

The handbook
This handbook will help you to conduct training, and gives you:

- Some theory on our goals and on gender inequality
- An explanation on how to address life skills in volleyball drills and play
- Examples of activities that you can use with school children and girls

3. The role of the coach

As a coach, you are key in our Volleyball4Life programme, as you are in a unique position to make it a successful and impactful programme for girls. As a coach, you will train the girls on the sports court. But you will also inspire the players in your group, with activities and sometimes with your (personal) stories.

As a female coach you are a role model for the girls – you are a living example that women can play sports, can lead a group and much, much more.

As a coach, you must live up to three main values:

1. Be the best coach you can be:
- Create a safe space for your players
- Lead fun sports and play
- Coach your group and individual players in a positive way

In this way your players will:
- Gain confidence
- Team up and connect, to each other and to positive role models (including you!)
- Learn to reflect on their own behaviour (an integrated method in all sample activities)

2. Remember girls are in the lead
Girls are in the lead for designing their own training sessions. You can start a dialogue about the training location with the girls (to enable them to choose a safe space and/or to have a safe travel to and from the sports pitch), the training time (to enable them to play sports, besides their school and house duties) and the team rules.

Gradually, they will gain more responsibilities. For instance, discuss how to mobilise peers, to prepare the warming-up or cooling-down, or eventually lead part of the session. In this way they lead their personal development.

Yet, you as coach are responsible for activities and leading them. Especially in the beginning, you are responsible for the games, activities and the set up. What these activities end up looking like is partly up to the girls. You can take on a facilitating role.

3. Observe, Inform, Refer
As a coach, you are committed to your players. Over time you will build a bond of trust with your team: you know what is happening in their lives, answer their questions when you can, or you refer them to professional help in the community when relevant.

You can support the girls in your group, by:

- **Observing their needs**
  As a coach you know your team, you can also see or notice when someone has a problem. Or maybe players come to you with questions.
- **Giving them information according to their needs**
  If you feel they might need help you can provide basic information.
- **Referring them to professional help in the community**
  When they are in need for expert information or help, you can refer them to individuals, services or organisations in your community.

4. Integrating life skills in your volleyball training

Reflect, Connect, Apply
In every play or sports that you use to address a life skill, you will use the method of Reflect, Connect, Apply (RCA).

In general, you will lead a group discussion and ask questions – always following the same order:

REFLECT	CONNECT	APPLY
On the game:	**To daily life:**	**On and off the court:**
How did you like the game? How did you feel in the game? (Looking at the past)	Is it similar in daily life? What do you think about it? (Looking at what is now)	How would you like to behave next time in the game? And at home? (Looking at the future)

You will ***always*** use Reflect, Connect, Apply ***at the end*** of a play or sports.
Sometimes, it also is important to introduce the life skill (RCA) ***before the game*** or to focus on a good or bad example in the middle of a game (RCA ***during a game***).

Note: See examples of specific RCA questions in each example game in chapter 6.

Tips for the coach
Of course, you only need to focus on life skills that your group has not acquired yet. Together, all the life skills you will address in your sport lessons contribute to gender equality. They help girls in the group to decide, to act accordingly and to reflect – and ultimately it helps to influence their own life.

5. Life skills for girls' empowerment

Girls go through four development phases and every phase focuses on different life skills. These are elaborated in the example exercises (see chapter 6). These phases are based on Nevobo's vision on learning.

What are life skills?
Life skills are skills you can experience or practice on the sports court and, once acquired, can also be used in daily life. In other words, they are something you learn by doing – not theoretical – and something that you can improve over time.

Life skills we have identified as important to girls
The following life skills contribute to girls' personal development and increased decision-making power:

Chapter	Overall goals	Specific life skills
1. Identify who I am (in relation to society)	Self-awareness and confidence	· I connect to others in a positive way · I explore my talents · I know how to deal with emotions
2. Dream and express my wishes	Self-awareness and confidence	· I know what I want (my dreams, passions and goals) · I speak out · I feel proud of my talents
3. Act to realise my goals	Self-awareness, confidence and leadership	· I set goals · I plan towards achieving goals · I make decisions · I know how to deal with disappointment
4. Dare to realise my goals	Self-awareness, confidence and leadership	· I set boundaries and respect those of others · I enthuse and/or convince others · I communicate, engage in dialogue and align with others (including boys) · I collaborate with relevant actors in my community

Girls who participated in the entire Volleyball4Life programme improved their ability to stand up for themselves and make decisions over their own lives. This programme therefore contributes to Sustainable Development Goal 5 'Gender Equality'.

6. Example of volleyball activities per life skill

This chapter is divided into four parts. Every section will give you three or four example games or volleyball activities, addressing a life skill that builds towards girls learning to:

6.1 Identify who I am (in relation to society)
6.2 Dream and express my wishes
6.3 Act to realise my goals
6.4 Dare to realise my goals

In every section we start explaining the theme and what components and life skills are part of it.

Legend

- person
- ball
- trainer
- tagger
- bib/rope
- hand-out
- net
- ball track
- player's running direction
- pylon
- hoop
- bench
- carton board
- hurdle
- chair/table
- paper
- goal

6.1 Identify who I am (in relation to society)

In this phase girls get to know themselves and develop their identities, which leads to self-awareness and confidence.

Life skills:

- I connect to others in a positive way: Girls learn how to make connections with teammates. In this way, a girl can discover who she is, to identify supportive relations and to listen to others. Who she is also depends on the society she lives in, her relations and the possibilities available in her community.
- I explore my talents: Girls discover their talents through sports, feedback and coaching. As a member of a team, a girl will develop self-awareness which leads to more confidence.
- I know how to deal with emotions: Girls learn how to reflect on their behaviour: How do I feel, what action should I take and how do others react? And should I act differently next time? This is also part of the RCA reflection integrated in every game.

Find the four examples of activities addressing these life skills on the volleyball court below.

Coaching tips

As a coach, you will give the players positive and constructive feedback. Also, encourage players to give feedback to one another:

- Examples: "Well done, Dhanvi!" "Bend your knees, Amir!" This will help everyone to see their talents, start reflecting and improve their technique.
- Ensure that the players constantly build each other's self-esteem, particularly when they make a mistake and cause a point to be lost. Reflect as a team on how this could become more apparent.
- Giving high fives also works positively, it makes players feel good about their actions and stimulates confidence.

Reflection time

Reflection time per game is flexible, it is up to you as coach to determine if you need more or less of it. Also, be aware that some games need more reflection time than others, a session with games which require a lot of reflection time can affect the enjoyment of the kids, who often do not want to stand still for too long.

I am me & you are you

Life skill	I connect with others in a positive way
Time	20 minutes: 10 min. play and 10 min. reflection
Materials	(djembe) Drum or a bucket and balls (preferably as many balls as there are players – or make couples or foursomes if you have fewer balls available). Any instrument will do, as long as it makes sound.

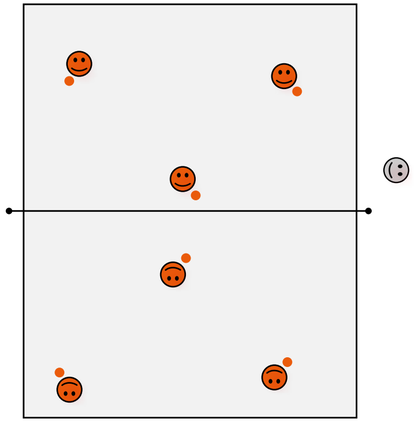
THE GAME

Preparations
Prepare the court. If you have fewer balls than players, make pairs or small, even-numbered groups.

Goal
To direct your attention to yourself and others. To create awareness for and experience your personal space. What is your personal space? How does it change during the game and what happens if your personal space changes? Why is it important to have a personal space?

Rules
Dribble or throw and catch the ball (each player, or in groups). When the drum stops: hold the ball, look for someone and look each other in the eye. You cannot speak. Continue after 5 seconds and repeat about 3 times.

Variations
- Again, dribble or throw and catch the ball (each player, or in your group). Again, when the drum stops: hold the ball and look for someone. But now both of you say – one after the other: "I am Me". Repeat about 3 times, doing it in different couples.
- Do the same one more time, but now both players – one after the other: "I am Me and you are you." Repeat about 3 times, in different pairs.



REFLECTION

Reflect
How does it feel to look at each other?
How does it feel to speak out "I am Me"? What about "I am me and you are you"?

Connect
When do you make a connection with yourself in daily life? And with others?

Apply
Practice consciously connecting to others: look at each other; direct your attention at yourself and at the other.

TIPS FOR THE COACH

- You will be at the side of the court, playing the drum (you may also use music that you can turn on and off), while the group is walking criss-cross through the court.
- Players should look at each other, but it is important they do not laugh. If you notice that players feel a bit awkward at the start, just mention this and explain they should just try and experience the game.
- The game can be played at any time during the training.
- Ask one question at a time.

In or out the circle

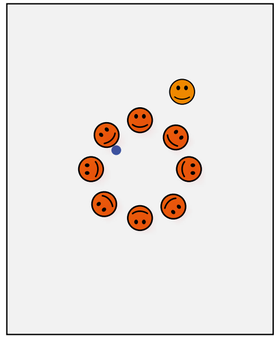
Life skill	I connect to others in a positive way
Time	20 minutes: 10 min. play and 10 min. reflection
Materials	1 bib/rope

THE GAME

Preparations
Make a circle including all but two players. A player wearing the bib, is part of the circle. Another is a tagger and is outside the circle.

Goal
The tagger's goal is to tag the player with the bib that is in the circle. The players in the circle will try to prevent that from happening by moving around.

Rules
You cannot hurt others. The tagger can only tag the player with the bib in the circle, no-one else.



REFLECTION

Reflect
For the tagger: How does it feel to not succeed in tagging someone?
For the player with the bib: How does it feel to be protected by the group?

Connect
Do you feel excluded sometimes? When or by whom?
Do you feel protected sometimes? When or by whom?

Apply
What can you do to include your teammates?
What can you do to include others in your community? Or how can community members include you more?

TIPS FOR THE COACH

- Change the taggers and the player with the bib regularly – so everyone gets the chance to experience both positions.
- The game can be played at any time during the training.
- Watch closely what happens and – if it is not mentioned already in the reflection - describe it for the players, like: "I see ....". Try to see and speak without judgement.

Team qualities

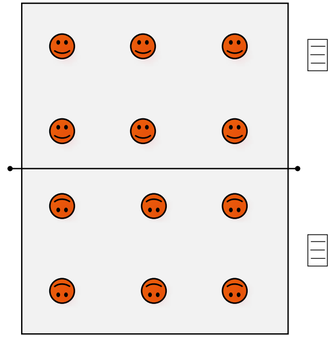
Life skill	I explore my talents
Time	30 minutes: 15 min. play and 15 min. reflection
Materials	Volleyball court, net, 1 ball and prints of the handout cut into pieces (1 print per 5 players).

THE GAME

Preparations
Make 2 teams.

Goal
Score the most as a team.

Rules
- Play a regular game.
- After the game make groups of 5. Each group receives a paper with all qualities. They can also use blank pieces to write down other qualities.
- Every group will divide the roles within their group. Make sure that everyone gets at least 3 pieces of paper with qualities. You may discuss which qualities best fit whom.



REFLECTION

Reflect
What quality cards do you have? How does it feel when your teammates tell you what you are good at?

Connect
In daily life, what do you think your friends, family members or teachers would mention as your talent? Do they talk to you about your talents? Do you usually tell your friends about their talents?

Apply
How will you use your qualities and identify those of others next time? How will it show?

TIPS FOR THE COACH

- Make sure that all players feel they are good at something, also when they are not the best player in the world. A girl can motivate the team, be perseverant (which is great in life!) and improve herself. Can others give tips where she could go to help the team? To improve?
- Explain that we should foster each other's strengths and differences. What is more, we all need each other's qualities in a team. And we can help each other to perform better. Besides, we all need to perform different roles sometimes, to play together successfully.
- Keep on giving positive feedback to all players during following trainings.

HANDOUT TEAM QUALITIES

The trainer can add other qualities that he or she wants to see on the court. Players may pick one of qualities below or write their own.

I run fast	I am perseverant, I do not give up	I ask for tips to improve my skills
I score points	I know my position, so teammates can pass me the ball	I have fun when playing volleyball
I can easily control the ball	I listen to the coach's tips on how to improve	I always do my best during the training
I always try to involve everyone during the game	I score easily when someone gives me a setup	I motivate my team-mates, also when we are about to lose
I give tips to my teammates on how to improve	I give assists and help others score	I cheer for the team

The grumpy game

Life skill	I know how to deal with emotions
Time	25 minutes: 15 min. play and 10 min. reflection
Materials	Enough to make two or more obstacle courses, including cones/bottles; hoops (or circle in the sand); sticks, bags; volleyball net; balls – anything you can use.

THE GAME

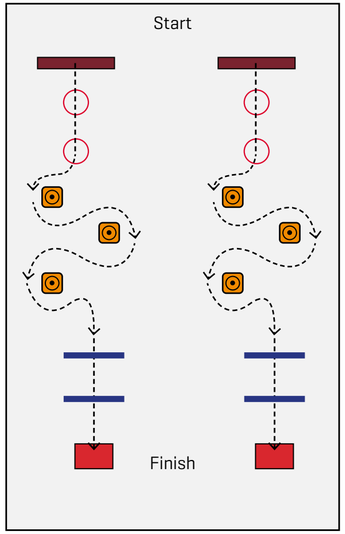
Preparations
Prepare two or more obstacle courses. Make sure that the end of the obstacle course is big enough for the entire team (but not too big!).
Make two or more teams (the number of groups equals the number of courses). Each group starts at the beginning of a course.
Put the balls or bottles that they should bring at the starting point.

Goal
The team that first reaches the end of the course, with all the materials (balls or bottles) wins.

Rules
You cannot touch the ground. You are only allowed to touch the obstacles (within the hoop; at the net; between the sticks; etc.).

If you do touch the ground, all players of the team must start all over again.

Variations
- The starting point is part of the obstacle course.
- You cannot speak during the game.
- One player will be blindfolded.
- To complete the course the team must reach the opposite side and return to the start.



REFLECTION

Reflect
How does it feel to start all over? When you made a mistake? When others made a mistake? What did you do when you felt that way?
How does it feel to succeed, as a team? What did it take to get there?

Connect
Do you also feel (fill in e.g. angry/sad/demotivated, ...) in daily life?
How do you cope with that?

Apply
We all experience setbacks sometimes. What will you do next time to deal with it?

TIPS FOR THE COACH

- Start with an easy obstacle course.
- When players start to get grumpy because they need to start all over, time after time, explain the title of the game. And tell them to focus on working together as a team, that it helps to remain positive, because other teams can also make mistakes.
- How did you tackle it as a team?

6.2 Dream and express my wishes

In this phase girls learn what their dreams and passions are, which leads to self-awareness and confidence.

Life skills that build this, are:

- I know what I want: Girls think about who inspires them. Who they want to become – combined with their talents or passion – this dream serves as their inspiration.
- I speak out: Girls dare to speak out about their stories, their wishes and their opinions. This is vital, but also hard. As a coach you can help them (see tips below).
- I feel proud on my talents: Girls get to know themselves and their talents better and now they will show them and use them to the benefit of the group. A girl can feel proud and confident about who she is.

Find four examples of activities addressing these life skills on the volleyball court below.

Tips for the coach

- As a coach, you can inspire girls by sharing your own story and with that inspire girls to speak out as well. This will become easier for them when trust grows within the team.
- The life skill 'I speak out' is important in every volleyball game or match. For instance, it is important that the players gets into the habit of calling the ball when getting ready to pass. You can coach on this during games and matches.
- To inspire them regarding dreams and role models, you may also invite different female role models from the community to share their stories, and to also provide a diverse picture for them – where dreams can lead them.

Dream your goal

Life skill	I know what I want
Time	15 minutes: 10 min. play and 5 min. reflection
Materials	Volleyball court and (a lot of) volleyballs

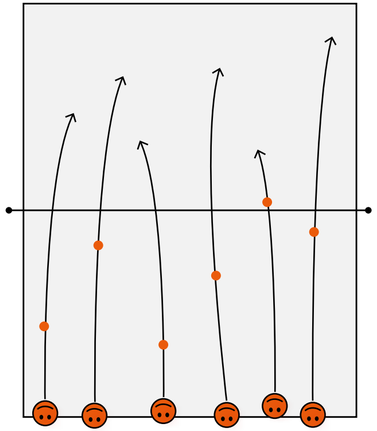
THE GAME

Preparations
As many players stand in line – holding a ball – as there are balls.

Goal
Being the first one to serve in all different positions

Rules
- First of all, visualise your serve. You can choose to serve overhead or underhand. From toss to target, it is like a video you play in your head. When the entire video is finished, you can start to serve the ball.
- You now serve the ball.

Variations
Serving in pairs is also fun. First one serves and then the person opposite.



REFLECTION

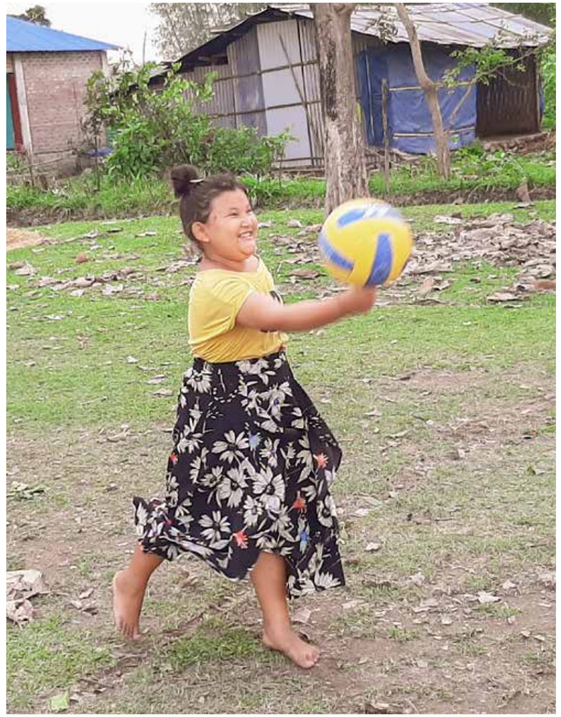
Reflect
Is there a difference between when you serve and when you first visualise your serve before doing it? If so, what is the difference?

Connect
Do you ever visualise proceedings in your daily life? Would you now?

Apply
Do you ever dream about your future? How will it help you to achieve those goals? Will it help you to write down your dream, make a drawing of it or write a story about it?

TIPS FOR THE COACH

- Support the players to choose a serve that fits their development. Build up from simple to more complex. Start from a short distance from the net and go further back slowly.



Catch, throw and speak

Life skill	I speak out
Time	15 minutes: 10 min. play and 5 min. reflection
Materials	Volleyball court and 2 balls

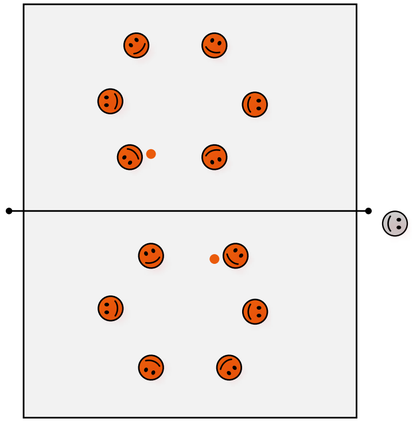
THE GAME

Preparations
Make two teams. Assign each team a half of the court.

Goal
Play as a team by communicating effectively (i.e. calling a name and making eye contact)

Rules
Play the ball around, starting with throwing and catching. Followed by throwing left and right from the player. Building up to using volleyball techniques. First say the name of the player you want to reach and then pass the ball.

Variations
- Walk around the court within the designated space for that team. Not only call each other's name, but also make eye contact, before passing the ball.
- For warming-up, you may also extend the basic exercises: after you have passed the ball, you have to touch a coin, you have to jump over a coin, you have to touch the ground in the corner of the court, etc.
- Next time a player can lead the warming-up.



REFLECTION

Reflect
How does it feel to say the names out loud? How does it feel that others say your name out loud? Did you make eye contact? If so, how did you feel?

Connect
Do you dare to say your own name out loud?' Try it one by one: "I am....". How did that feel?

Apply
When will you speak out next time, can you think of an event in the near future where you will try and practice?

Smash the papers! (or the balls)

Life skill	I know what I want & I speak out
Time	15 minutes: 10 min. play and 5 min. reflection
Materials	Beginners: Poles to hold a rope, a rope, pegs to hang 3 newspaper-papers on the rope, newspapers and small balls (or other small things, that are safe to throw with). Advanced players: Volleyball court, net and volleyballs.

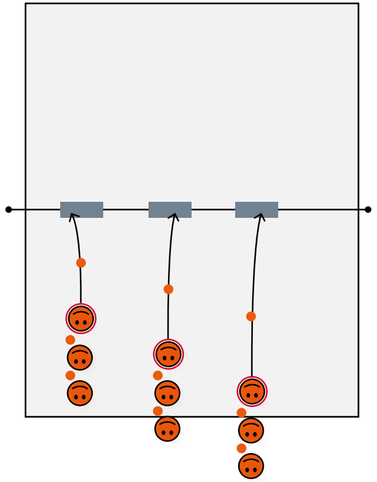
THE GAME (beginner's level)

Preparations
Make three teams and place them at different distances from the hanging newspapers.

Goal
Players try to rip the newspapers by throwing small balls.

Rules
Within your team, take turns throwing the ball. Only throw at the newspapers. When gathering all the balls, everyone holds the balls.

Variations
- If you hit a paper, join the team that is one step further away; if you miss – join the team that is one step closer to the hanging newspapers.
- First say: "I can throw to hit the newspaper" and then throw.

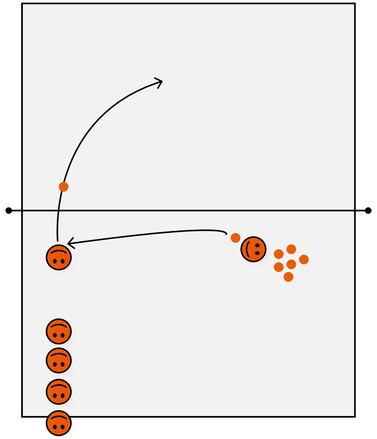


THE GAME (advanced level)

Goal
Smash a ball against a wall or within the court where the opponent team would normally be.

Rules
One player throws the balls so that the others – one by one – can try to smash. Make sure this player has enough balls.
Regularly change the player who assists the others by throwing.
By lowering the net, everyone can enjoy the powerful feeling of smashing.

Variations
- First say: "I want to become a good spiker who can score!" and then throw.
- First say where you want to score the ball in the field, or what you want to hit, e.g. cone, hoop.



REFLECTION

Reflect
How does it feel to fully focus on your goal? When you hit? When you miss?

Connect
Do you ever speak out your goals in daily life? Would it work: to speak out what you want to learn or achieve and then fully try it?

Apply
Next time you have a goal, what can you do to try to achieve this?

TIPS FOR THE COACH

- Motivate the players to keep on trying. And coach in technique to throw well or to smash well.
- You can link the reflection on a story of yourself, your dreams about what you wanted to become as a child, and then discuss the players' dreams in life.

Using my talents for the group

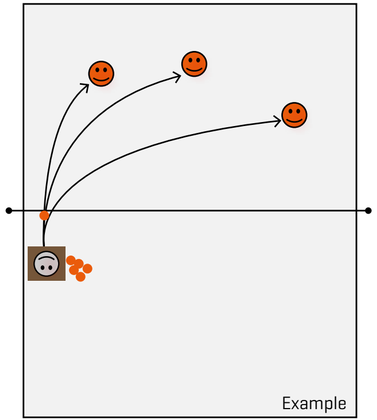
Life skill	I feel proud of my talents
Time	20 minutes: 15 min. play and 5 min. reflection
Materials	Volleyball court, net, balls, table or chair

THE GAME

Preparations
Make small teams of four to five players. Appoint one leader per group.

Goal
Show your talents and deploy them for the group.

Rules
After warming up, ask players – according to their talents – to provide an example or to lead a game or drill for their small team.



REFLECTION

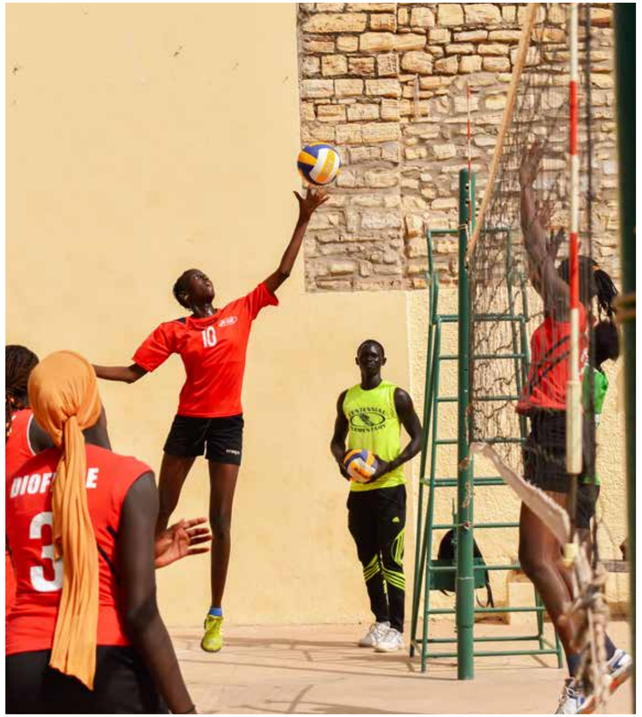
Reflect
How does it feel to show your talent? And to use it to benefit the group?

Connect
In daily life, what do you think your friends, family members or teachers would mention as your talent? Do you usually show it? Or use it to help others?

Apply
Why is it good to know your talents? What is the difference between using a talent and showing off? Will you use your talents differently now?

TIPS FOR THE COACH

- Keep on asking players in other exercises and sessions to give an example, to prepare a warming-up, drill or cooling-down. Coach the players in a positive way, so they can develop their leadership skills.



6.3 Act to realise my goals

In this phase girls learn about what happens in their community (or society at large) and who has impact on them and in what way. They also learn to set goals and plan towards achieving them, make decisions and deal with disappointments. Altogether, it leads to self-awareness, confidence and leadership.

Life skills that build this, are:

- I set goals: Girls set goals, those might be small or big. The activities are designed to practice choosing the goals a girl wants to achieve.
- I plan goals: Girls plan how to achieve their goals.
- I make decisions: Girls choose which steps they will take first and stick to the plan. In other words, they learn to prioritise, with the help of the coach.
- I know how to deal with disappointment: Girls learn to deal with disappointment. What can she do if she does not succeed immediately? For example: Can she ask a coach or a teammate for help? Can she try again, but using a different approach? Can she choose a different goal, or plan ways to keep on trying to achieve her goal?

Find four examples of activities addressing these life skills on the volleyball court below.

Tips for the coach

- The 'I make decisions'-life skill can also be practiced in regular volleyball games, by playing and reflecting, before, during and after the game. Reflect on processing and understanding what options were available during a specific moment in the match, how to choose the best option and make the best possible decision. This helps to understand the importance of learning from mistakes and constantly improving decision-making.
- It would be of added value to have one or more exercises on setting goals, planning and decision-making on their personal dreams and goals off the court. Once they have learned skills on the court, they can also start using those outside the volleyball environment.
- Be creative and find other off-court activities. Our local partner can also help to find community activities that might be interesting for your group.

Obstacle run

Life skill	I set goals
Time	15 minutes: 10 min. play and 5 min. reflection

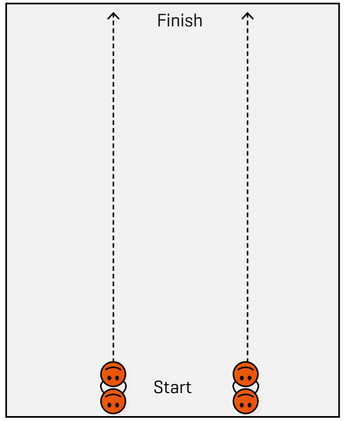
THE GAME

Preparations
Make pairs, and decide who will start first.

Goal
You should reach the other side of the court faster than your partner.

Rules
- Signal the start and finish on the field.
- There is just one obstacle: your teammate will put her hands around your waist. We start at "3, 2, 1, go!"

Variations
- The same exercise, but this time the one walking focusses on her goal.
- The girl should think about what she wants to achieve, and then play again.
- Swap roles: the ones walking are now the obstacle, and the obstacles will now walk.



REFLECTION

Reflect
How does it feel to have an obstacle that reduces your speed?
Was there a difference when you focused on your goal? How?

Connect
Do you ever focus on a goal before trying to achieve it? How?

Apply
Do you think you can use this next time in a game? And in daily life?

TIPS FOR THE COACH

- Explain that this is a mental game. When you want to achieve something, focus on the goal. Another way to focus is to stand strong, with your feet solidly on the ground, breathing from your stomach and having your eyes focused on the goal.
- You can use this exercise at any time during the training.
- Also, in other drills and games you can keep on asking: "what is your goal, focus on it".

Lead the way

Life skill	I plan goals
Time	20 minutes: 15 min. play and 5 min. reflection
Materials	Enough to make two or more circuits (e.g. cones/bottles; hoops; sticks, bags; volleyball net; balls – anything you can use). The circuit can also be made from trees, sticks, stones, etc.

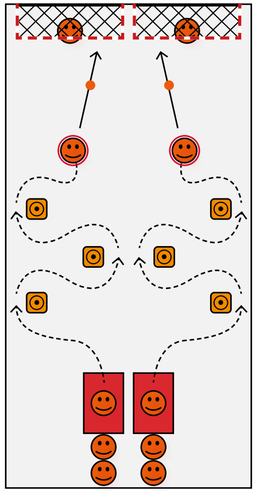
THE GAME

Preparations
Depending on the number of participants, make two or more teams.

Goal
Make a fun circuit in which you need multiple volleyball techniques.

Rules
- One player per team creates a circuit with the available materials. Think about what you need to do at which point: dribbling, throwing, passing, smashing, scoring, etc.
- Ask teammates to help you set the circuit.
- Now explain to your teammates how to go around the circuit. Give an example.
- Everybody goes through the circuit, one by one, or in pairs.
- Players are leading the activity.

Variations
- Help another team to understand the circuit. Now they need to go through it.
- Or play a relay against another team. Which team is fastest? Is it because of the team or because of the circuit? Can we make the circuits more equal and try it again?



REFLECTION

Reflect
How was it to create a circuit by yourself? And to see others using it? And how did you feel when they had fun? Or when they did not understand? How was it to lead an activity and stand in front of a group?

Connect
Do you make plans yourself more often?

Apply
What are goals in daily life? And for the future? Have you thought about that?

TIPS FOR THE COACH

- Give those making a circuit time to think and design.

Support buddy

Life skill	I plan goals
Time	30 minutes: 15 min. play and 15 min. reflection
Materials	Volleyball court and 2 balls

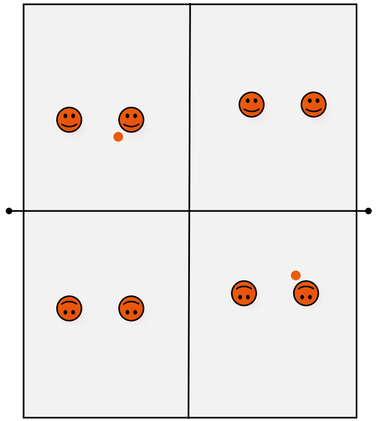
THE GAME

Preparations
Prepare the court and divide the group into four teams (preferably with an even number of participants).

Goal
Choose something you want to improve on the volleyball court, plan how to do it and stick to it together with your buddy.

Rules
- Play a regular volleyball game. Play two matches at the same time.
- After the game, come together as a team and discuss what you feel you can improve on the court, reflecting on the past game.
- After one is finished, the group can reflect on whether they agree that this is something to improve (to mirror what you think about yourself). If not, can they mention another skill to be improved?
- Then they can set a goal regarding what to improve and how to do it. Everyone gets a turn.
- Now form pairs, preferably with someone who is good at the skill that you want to learn. You will be each other's buddy to help you reach the goal just set.
- The trainer can help and make sure to coach on these learning points in later trainings.

Variations
Depending on the group, you can focus the discussion on technical skills (which will be easier, more factual) or skills to collaborate as a team (which will be more personal and more intense).



REFLECTION

Reflect
From what you experience on the field, what skills would you like to improve?

Connect
How would it feel to improve this skill? And to be helped by others to reach it? Do your teammates agree, or do they observe something else?

Apply
Can you name a goal in daily life? How could you reach your goal? How could you find someone to help you? How would it show?

TIPS FOR THE COACH

- If you are the only one who can lead the discussions, you will have the entire group at once, and probably need more time. You can also do it in several trainings with a small group or at a moment apart from the training.
- Explain that all of us have qualities, and all of us have skills we can still learn, and that we can help each other improve.

Gold, silver and bronze

Life skill	I know how to deal with disappointments
Time	25 minutes: 20 min. play and 5 min. reflection
Materials	Volleyball court, net or rope, 3 balls and 8 cones to mark the field

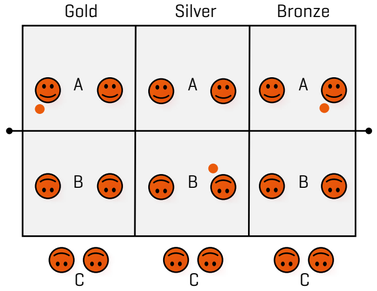
THE GAME

Preparations
Make three small playing fields on a volleyball court. The first court is the 'gold court', the second is the 'silver court', and the third is the 'bronze court'.
Divide players into nine teams of two or three participants each. Divide the teams over the three courts, with three teams per court.

Goal
Stay or make it to the gold court as a team.

Rules
- On every court, two teams start playing a regular volleyball game. One of the players from the 3rd team – who are waiting at the sideline – can throw in the ball at the start.
- After every point the scoring team can stay in the field, the other team moves to the sideline and the sideline team comes in to play – until a point is scored.
- Remember how many points you scored as a team. After 5 minutes, decide per court which team won (most points) and which team came in second or third. All winning teams move to the gold court, seconds move to the silver court and thirds move to the bronze court.

Variations
Try a few times, to give everyone a chance to get to the silver court, so there is more challenge.



REFLECTION

Reflect
How did it feel to go to the bronze, silver or gold court? How did it feel to win on the gold court? What did you do to achieve this? How would you feel if you had to go to the bronze court?

Connect
Can you easily handle disappointments in daily life? Or do you get easily stuck in disappointment?

Apply
Are you perseverant? How does it show?
How can you become more perseverant? What will be your next step to achieve this?

TIPS FOR THE COACH

- Use volleyball rules according to the age and level of the players.
- Make teams of equal strengths.
- Keep on motivating the players that it is possible for every team to get to the gold court. There will always be new opportunities!

6.4 Dare to realise my goals

In this phase girls learn how to realise their goals in society, together with community members. It involves understanding their community or society, being aware of their space to manoeuvre and understanding the effect of their decisions. It is also about daring to act and realise goals – within possibilities – to find supporters and to start a dialogue with decision-makers to realise their goals. Altogether, it leads to self-awareness, confidence and leadership.

Life skills that build this, are:

- I set boundaries and respect those of others: Girls know their boundaries and indicate them clearly. But they also respect the boundaries of others.
- I enthuse and/or convince others: Girls know what they want and how to achieve this. For example, they learn to use enthusiasm to convince others to support their plan.
- I communicate, dialogue and align with others [incl. boys]: Girls learn how to communicate their points of view and align with others in dialogue, for example, by speaking out, listening and providing arguments for their viewpoints.
- I am perseverant: In sports girls learn not to give up, to be in control of their emotions and keep trying.
- I collaborate with relevant actors in my community: Girls understand and respect the role of others and search for collaboration to achieve the collective goals.

Find four examples of activities addressing these life skills on the volleyball court below.

Tips for the coach

Part of practicing and building these life skills can be done off the court, because the life skill is about realising dreams and goals, that will link with opportunities in their communities, or beyond:

- An exercise off the sports court on the life skill 'I collaborate with relevant actors in my community' can be a mapping of community actors discussing different topics. It can be community services for young people to get support or help. Or it can focus on the girls' plans – who can support the initiative, and the decision-makers that girls can start a dialogue with.
- Our partner organisations can also have a role in linking their network to a girl's talents and dreams, for instance looking for a mentor, an internship, a workshop in skills needed to achieve the dream, etc.

Protect your personal space

Life skill	I set boundaries and respect those of others
Time	30 minutes: 20 min. play and 10 min. reflection
Materials	Court or classroom

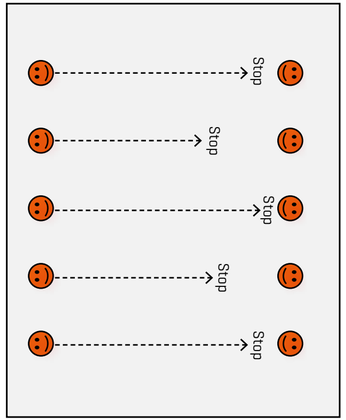
THE GAME

Preparations
Make two lines of players facing each other. Have the players partner up with the person across from them.

Goal
Just experience ....!

Rules
- One person walks slowly towards her partner. The one standing still should experience when her level of comfort has been reached and stop the approaching girl - by saying STOP. Give an example.
- The players practice saying STOP! in a powerful way. They should use their voice, hand and other non-verbal communication techniques (eyes, positioning of the body).
- Pause for 5-10 seconds to let everyone feel the impact of this STOP! Ask a few people to reflect on what they did and feel. Reflect on what you see as a facilitator.
- Try it again, and this time, after waiting 5-10 seconds, ask all 'walkers' to take one step closer. If the player does not feel any different (respecting the other's personal space or not), tell them they were standing too close or too far away in the first place!
- Then switch roles.

Variations
- Change partners with every new variation, so that players experience how personal space needs can differ from one person to another.
- Look each other in the eye when walking and standing.
- Say STOP! with your voice only.
- Say STOP! with your body language only
- Say STOP! with your eyes only!
- Eventually. Let the one walking decide when to stop by carefully watching the other person's body language (no talking, use body language or eyes!)
- Walk from the side or from the back.
- Walk with two people towards one person.



REFLECTION

Reflect
How did you feel when walking? And when indicated to stop?

Connect
Are there situations in which you should protect your personal space?

Apply
How can you protect your personal space?
And how do you get someone else to respect your personal space?

TIPS FOR THE COACH

- Pay close attention to the players, ask for their attention and concentration. Repeat the exercise as many times as you feel it is meaningful.
- Explain (when relevant) that yelling louder is not necessarily more powerful. You can say STOP! in a very powerful way without yelling.
- Explain that personal space is different for everybody, and that it is different with different people (friends, family, boyfriend, males, females, etc.).

The volleyball of .... Gabriella Reece

Life skill	I enthuse and/or convince others
Time	20 minutes: 10 min. play and 10 min. reflection
Materials	1 ball

THE GAME

Rules

- Proudly show the girls the volleyball in your hands and tell them that your idol [... fill in your own volleyball idol: Gabrielle Reece or someone else] has played with this ball. It is so special to you that you want to hold onto it forever and you do not want anyone to play with it.
- Ask the players if they would like to see, touch, or play with the ball. If yes, they need to try and negotiate with you to be able to touch 'Gabrielle's volleyball'. They can use different techniques, for example their enthusiasm or empathy, convincing arguments or authority or force. Which one works best? When do one or more players succeed?

Variations

Give 'Gabrielle's volleyball' to someone else and let the other players try to negotiate with her.

REFLECTION

Reflect

Can you tell us what happened? What are good strategies? What does not work? How does it feel when something happens with or without your consent?

Connect

When do you want to enthuse or convince people in daily life? Can you give an example?

Apply

What strategies will you use next time, in such a situation?

Silent volleyball

Life skill	I communicate, dialogue and align with others (including boys)
Time	30 minutes: 20 min. play and 10 min. reflection
Materials	Volleyball court and one volleyball

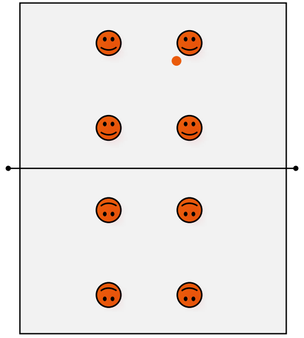
THE GAME

Preparations
Make three teams. Two teams are on the court, playing a regular game.

Goal
The team on the court that scores the most wins.

Rules
- Play the game with regular rules.
- First play without talking.
- Then reflect.

Variations
- Now players can talk.
- Make six smaller teams (at least two members per team) and play at two courts. In smaller teams each teammember has more responsibility.



REFLECTION

Reflect
What happened when you were not allowed to talk? Why? What happened when you could talk? How does it feel when you can not communicate? Or when teammates do not listen?

Connect
How can you communicate effectively on the court? How does it show?

Apply
How do you communicate at home? Can you mention how your parents use non-verbal communication in situations? Could you practice this with others?

TIPS FOR THE COACH

- Explain that you can communicate with and without using spoken language. Non-verbal communication, like body language and eye contact, is very important in sports. Hand gestures are especially important in volleyball.
- For effective communication you also need to listen. You need communication in a team to be able to collaborate and to be able to hear all voices.

Queen of the court

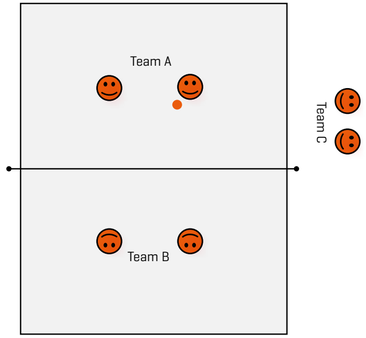
Life skill	I am perseverant
Time	20 minutes: 15 min. play and 5 min. reflection
Materials	Volleyball court and one volleyball

THE GAME

Preparations
Make three teams with the same number of players.

Goal
The team that scores the most wins.

Rules
Team A and Team B start to play a volleyball match. Team C waits at the sideline. The team that scores stays on the court; the other team now goes to the sideline; and Team C enters the court to play against the winner.
Count the total points you made as a team. The team with the most points will remain on the court the longest and can call themselves 'the Queens of the court'.



REFLECTION

Reflect
How does it feel to win? And to lose?
Do you feel pressure to win or does it make you feel stronger?

Connect
How do you behave when succeeding? And when it does not work out the way you thought? How would you like others to behave when you win?

Apply
How could you win next time? Or lose?
Try and practice it in the next game or the next training!

TIPS FOR THE COACH

- To make it easier: Re-arrange teams when one team is obviously stronger than the others.
- To make it more difficult: Add an extra assignment. For example, after every smash, players touch the volleyball poles, sit down and quickly stand up again.

One against one with action

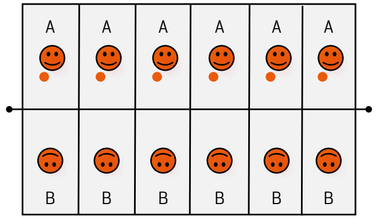
Life skill	Dare to realise my goals
Time	20 minutes: 15 min. play and 5 min. reflection
Materials	Volleyball field, volleyball net or elastic rope

THE GAME

Preparations
Couples, one person on each side of the net.

Goal
1-on-1 game. After a couple of minutes all players move one position to the right.

Rules
- Player A creates a first action after he/she throws/plays the ball over the net.
- Player B copies that action. For example: touching the net, laying on the floor, jumping, etc. After this, Player B creates a new action.
- Rally point system.



REFLECTION

Reflect
How was it to create an action and present it to the other player? How did you feel about participating in someone else's action? How does it feel to tell what someone needs to do?

Connect
How did you connect with the other so that someone else copied your action?

Apply
Why is that so important? How can you take the lead in your daily life? Is there someone in your surroundings that takes the lead? What does that person do?

TIPS FOR THE COACH

- Start with throwing and catching and continue with easy volleyball techniques.
- Encourage creativity so the players come up with their own actions.

Colophon & credits

Photography
All photos used in this publication are property of Nevobo.

Authors
Inemarie Dekker (ISA), Dorien Tenhaeff (Nevobo) and Peter van Tarel (Nevobo).

Contributors
Rita Buikema (coach), Matt van Wezel (coach), Kopila Upreti (coach),
Tim Hertsenberg (ISA), Sandra Kooijman (Net4Kids), Annelieke Brackel (Net4Kids)
and Tirtha Raj Rasaili (Child Watabaran Center Nepal).

Graphic Design & Layout
Yellow Jersey, Anita Sturrus (Nevobo)

© 2020 – Nevobo – volleyball4life.org
All rights reserved – Nevobo
No part of this publication may be reproduced, distributed, or transmitted
in any form or by any means without permission of the publisher.
For further information please contact Nevobo (volleyball4life@nevobo.nl).

This publication is co-funded by the European Union.