**EPHE 122**

**Volleyball Journal**

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**Table of Contents**

**Table of Contents & Legend**

Page 1

**Passing**

Page 2-4

**Setting**

Page 5-9

**Diving**

Page 10

**Spiking**

Page 11

**Blocking**

Page 12

**Serving**

Page 13-14

**Defense**

Page 15-24

**Extra Drills**

Page 25-27

**Coaching**

Page 28-29

**Reflections**

Page 30-32

**Warm-up Drills**

Page 33-40

**Legend:**

Player:

Coach:

Target:

Ball movement:

Player movement:

**Passing**

**Passing Coaching Points:**

* Feet to ball
* Medium position
* Balance
* Platform
  + Hand clasp
  + Flat vs. bent
  + Arms away from body
    - Beach ball under arms
  + Angled to target
    - Swinging only works with a racket.
  + Midline & out of midline
  + Overhand serve receive

**Passing Drills**

* Individual passing (one player, one ball)
  + Bump ball, let it bounce once, bump again. Repeat.
  + Bump ball 5,10, or 15 times in a row.
  + Bump ball, do a ¼ or ½ turn, bump again. Repeat.
* Partner passing
  + One player tosses to the other, who is on their knees. Partner passes it back to tosser. 3x20 each.
  + Both partners on their knees, continuous passes. Go for as long as you can, with 5 ‘lives’.
    - Develops proper arm and upper body position.
  + Player tosses to partner who passes back to partner. 3x15 each.
  + Continuous passing
    - 40 low passes (2-3m)
    - 40 medium passes (4-5m)
    - 40 high passes (6-8m)
* Passing with forward and backward movement.
  + Player alternates tossing a ball short, then long to partner. 2x20 each.
  + Continuous short and long passing.
* Passing with side movements.
  + Player tosses to partner straight, then left.
  + Player tosses to partner straight, then right.
  + Player tosses to partner straight, left then right.
  + Continuous passing from player, who remains stationary.
* Shuttles.
  + One side of net = 5 people
  + Over the net = 3 people
* Low platform.
  + Players run under net to receive tossed ball from stationary player/coach.
* Ladder passing.
  + Split group into 2 groups.
  + Each person in one group has a ball, and lines up on the attack line.
  + Other group lines up under the net, and move laterally down the line receiving passes from attack line.
* Split Court Passing.
  + Divide court into two longitudinal halves.
  + Mirror drill on each side.
  + Player throws ball to two passers, who pass to the target.
    - Players can rotate positions after each hit, or after 10 good passes.
* Passing game.
  + Divide court into two longitudinal halves.
  + Coach/player controls ½ of the court, initiating drill with a free ball to one of the players.
  + Player must bump ball over net using one hit, and then leave the court.
  + They are replaced with the next player in line.
  + Player on opposite side repeats the same process.
  + Play to 10 points, and then mix teams up.
    - Variations include lengthening or shortening court area.
* **Drill Points:**
  + Begins with technique and form for passing, warming players up.
  + Incorporates pairs, groups, and teamwork after developing in an individual environment.
  + Repetitions allow for trial and error.
  + Incorporates movement after stationary passing.
  + Drills help develop low form by incorporating net.
  + Develops accuracy with target in drill.
  + Puts it all together in a game at the end, which puts to use what they’ve just learned.

**Setting**

**Setting Coaching Points:**

* + Feet to ball
  + Stopped/balanced
  + Hands at forehead
  + Thumbs back
  + Extend arms in parallel motion
* Setters (advanced)
  + Feet to ball; square to outside of net
    - Square off one leg
  + Consistent hand/body position
    - High contact point
  + Jump setting
  + Avoid typical gives
    - Squatting/dropping hands at middle front
    - Bending backwards when back setting
  + Setting tactic
    - Hot hitter and get everyone involved
    - Setting long and against flow
    - When to set to middle/when not to
    - Setter dump

**Setting Drills:**

* Double touch ball warm-up.
  + Good for all ages.
  + Goal to develop ball control and improve skill and control of ball.
  + Can be in pairs, threes, or fours, depending on numbers.
  + 5-10min.
  + Have one player stand close to the net, with the other 3-5m apart. 5-10 times each. 3+ touches/catches each, low to self, high to partner.
    - Overhand set.
      * Beginners can catch first ball in correct position, and then try to set partner high. Uses legs and contact points.
    - Side sets
      * Teach contact point, dropping lead shoulder, position of hands, and follow through.
    - Back sets
      * Teach contact points; look at ball by watching set, back bend, et.
    - Underhand side pass.
      * Same as overhand, transfer weight to leading knee, and shoulder movement.
    - Underhand back pass.
      * Note knee bending, ball contact below shoulders
  + Intermediates are the same, but only 2-3 contacts.
  + Advanced are the same, only 1st ball goes high to side, forward or back. Second ball goes to target.
    - Works on footwork for close movement positions.
  + Givens:
    - Call for ball, upon reaching you, or when waiting for the ball from the partner.
    - Use legs, shoulders, and contact points.
    - Stop on contact, getting control before release.
    - Use everyday of training for beginning warm-up. Minimum of 3-4 weeks in a row.
* Individual Sets
  + Continuous to self.
  + Back and forth with partner on stomachs.
  + Continuous against wall.
  + Continuously to self, lying down to standing up.
* Diamond drill
  + Coach tosses high ball to mid court.
  + Player from left back sets ball to target in right front, and then gets in line on right side.
  + Process repeats, alternating between right and left back setting ball.
    - Can switch targets at coach’s discretion.
* 6 person setting
  + Player 1 and 6 start with a ball, and set at the same time.
  + Always in the same order: 6-5, 5-4, 4-1, 1-2, 2-3, 3-6.
    - Advanced can switch positions while drill in progress.
* Caterpillar
  + 5-6 players get in a line, parallel or perpendicular to net.
  + Player at front sets ball straight above them, and moves to back of the line.
  + Players cycle through line, each setting ball once in same spot.
* 4 corners
  + Left back sets to right front, which sets to left front, who sets to right back.
  + After setting, get back in your line.
    - Adapt by adding 2nd ball.
* 3 person drill
  + 3 players line up across court.
  + Player 1 sets player 2, who back sets to player 3.
  + Player 3 sets player 1, who sets player 2, repeating process.
    - Adapt by having 2 players only back set.
* Free ball
  + Coach starts drill, tossing ball mid court.
  + Player 1 sets target, while coach tosses ball to player 2 to set, and so on.
  + After 3 sets completed, players are replaced.
  + Trade positions after each cycle.
    - Can have target set to another target, which collects balls for the coach.
* 2 person long/short
  + Player on net alternates setting short (10 ft) and long (baseline).
  + Partner must set each ball back.
* Bounce
  + Setter starts at right back, releases to the net when coach slaps ball.
  + Coach bounces ball from end line, into drill, where setter faces target and sets the ball cleanly.
* Partner
  + Set back and forth, sideline to sideline.
  + Set self, then set partner.
  + Set self, set sideways to partner.
  + Set to partner in time to slap clap.
  + Set self, spin 360 degrees, set partner.
  + Set self, back set partner.

**Drill Points:**

* Players can warm-up individually, working on technique and getting comfortable with setting.
* Drill advances to court atmosphere, working on communication and accuracy.
* Develops group work, building teamwork and communication.
* Develops accuracy when stationary setting.
* Adapts learned skill to game setting, competing against another team/person.
* Works on movement and technique while in motion.

**Diving**

**Drills:**

* Begin with coach using whistle for ‘fast feet’.
  + Players go forward, back, or side to side.
* Pancake drill
  + Partner at the net, other on end line.
  + P1 tosses ball high at attack line.
  + P2 has to dive, and pancake under ball.
* Back pass for ball over their heads.
  + Slide back on butt.
* Catch defense drill.
  + P1 starts in middle of court.
  + Coach tosses ball anywhere.
  + P1 has to dive and catch it with two hands.
  + Groups of 3-4 people, rotating after successful # of catches.

**Spiking**

**Attack:**

* Teaching approach.
  + RH= left, right, left. LH= right, left, right.
  + Superman to Robin Hood to Ninja Turtle.
  + Arm swing resembles a good throw.
  + Non-hitting arm points at ball.
* Progress to different shots.
  + Swing, roll, and tip.
  + Underhand topspin drill.
* Tennis Ball Drills:
  + Practice throwing with a partner.
    - High hand and elbow.
    - Point non-throwing hand to partner.
  + Throw at ground, half way to partner.
  + Holding tennis ball with non-throwing hand.
    - Five times, mimicking arm swing.
    - Throw at ground still.
  + Add approach.
    - Tennis ball is in non-hitting hand.
    - Mimic arm swing.
    - Five times at each position.
      * Power, middle, RS.
* Volleyball Drills:
  + Replace tennis balls.
    - Topspin over net.
    - Progress back when successful.
  + Teach how to toss for each other.
    - 53 set.
  + Introduce hitting drill with setter.
    - Run two at each net.
  + Set forward and backward to each other.
  + Butterfly drill with overhand throws instead of serving.

**Blocking**

**Block:**

* Face the net.
  + Reach hands over net.
* Watch attackers’ midline and approach.
* Block hitting arm with two hands, fingers spread.
* Keep hands up.
* Drills:
  + Blocking pattern, practice closing with each other.
  + 3 students on benches hold balls at top of net.
    - Split class by height.
    - Rotate 3x through each way.
  + Practice swings on benches
  + Jousting game
    - Groups of 3.
    - P1 and P2 blocking each other.
    - P3 tosses ball up centered over net.
  + Team Play
    - 3v3 half court.
    - Passer on hitters’ side passes to setter.
    - Hitter gets 2 points if first ball scored.
    - Blocker gets 2 points if first ball is blocked.
    - Teams get 1 point for winning rally

**Serving**

**Coaching Points:**

* Standing underhand serve, or sidearm serve.
* Overhand.
  + Minimize movement.
  + Practice toss and weight shift
    - Small step with no approach.
  + Center of ball strike above and in front of hitting shoulder.
  + Hit zones
    - Goal=accuracy and net skimming float.
  + Serve short
    - Toss and strike point charge.
* Jump Topspin.
  + One or two hand toss
    - Probably most important part.
  + Same attack approach principles.
  + Good topspin servers unload on the ball.
* Jump Float.
  + Minimal routine.
  + Controlled toss just before last 2 steps.
  + High contact point.
* Practice from attack line and end line.
* Serve to targets (hoops)

**Drills**

* Serve Receive.
  + Let ball bounce between legs.
  + Butterfly drill.
  + 6 up serve for 6v6.
    - Overlapping and P3 sets.
* Dead Fish Game
  + 2 teams serving each other.
  + Every miss=player must sit on opposite side.
    - Player returns to play if they catch a ball from their team.
  + Team wins if opposite team has no players left standing.
* Team Play
  + 3 ball wash drill
    - 6v6, one side serves to start.
    - Each rally won, team gets a free ball.
      * 3 Free balls each.
    - Win when tosser has no balls to throw.
  + Hitter against the world
    - One hitter and one setter vs team of 6.
    - +/- 3
      * Hitter needs +3 before other team gets to -3.

**Defense**

**Back Court Defense**

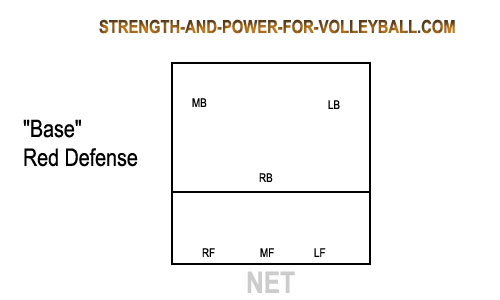
* Objectives:
  + Prevent ball from touching your court
  + Do so with as much control as possible
  + Transition into your own attack and possible score
* Individual position
  + Medium to low body position
  + Weight on balls of feet, ability to move in all directions
    - Slightly pigeon-toed is ideal
  + Hands neutral
  + Being stopped and in position on hitters contact
  + Stepping in direction of ball
  + Hands/platform more directly to contact point
    - No clasping at centre and swiveling
  + Pursuit and efficient movement
    - Step in direction of ball, not running on place.
    - Keeping your feet
  + Overhand
  + Run-throughs, j-hook
  + Sprawls and extensions
  + Pancakes, rolls and diving
  + Digging off net
* Reading and Anticipating
  + Balls after it is served
  + Setter
  + Attackers with peripherals
  + Ball as it is set
  + Attacker: line of approach
  + Location of set
  + Location of blockers to the set
  + Attacker in the air
* Contact by Attacker
  + Stability
  + Balance
  + Take off
  + Blocking
* Controlling Dig
  + Target area: where setter is, where teammates are, how fast ball is coming
  + Absorbing: giving with arms, upper body, or entire body
* Emergency deflection techniques
  + Moving through ball
  + Diving
  + Sliding

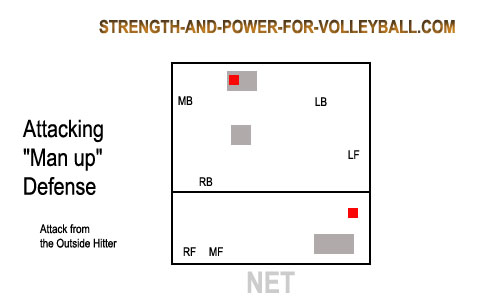
**Team Defense**

* Communication is essential
  + Position of defenders, and knowledge of opponents
  + Adapting with each play, but remembering that players have favorite shots, hand signals, or blockers.
* First line of defense
  + Who do you want to block/defend against, or who do you least want to block/defend?
  + From where do you want the attack to come from? (Maximize your strengths, minimize your weaknesses)
  + Give your blockers and back row defenders a head start on anticipating where the attack will come from

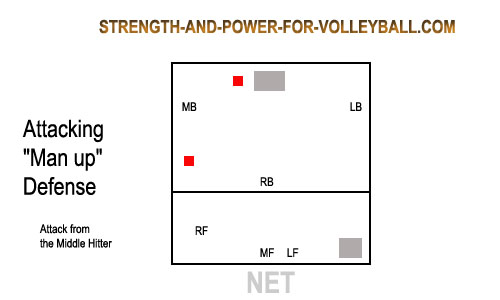
**Man Up/Red Defense:**

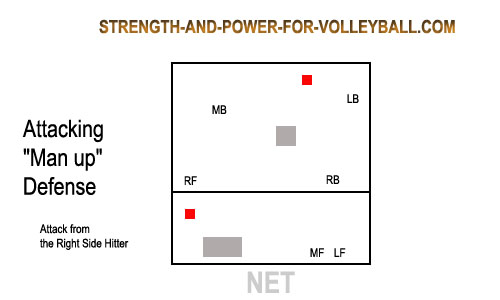
* Strengths
  + Disguises personal liabilities.
  + Defends middle attack better.
  + Line hits and tips are easy to defend.
  + Little movement required.
* Weaknesses
  + Man up player must move well.
  + Man up player is usually a RB player.
  + Highly vulnerable without good blocking.





* Outside Hitter
  + Gray spots=where to tip/hit a shot.
  + Darker spots=where to hit the ball hard.





**Extra Drills**

**Fukihara:**

* 3-6 players on each side of court.
* Ball can only be played on the ground.
* Ball can’t go above knee height.
* Players can move into a position to hit the ball.
* Players learn to strike ball using underhand pass technique.
* Service is from the normal area.
* Game can be adapted to level of players.
* Teaches body movement, point of contact, angle deflection, watching opposing court, and strategy.

**Tennis:**

* Line of players opposing each other on each side of the court.
* Coach throws pall to first player, who hits it over the net.
* Player follows their pass.
* Player on opposite side hits it back over.
* Play is continuous until someone misses the ball.

**Swedish Two Ball:**

* Divide group into two equal teams.
* Teams serve a ball into play at the same time.
* Ball must be played to opposite side in 3 or under hits.
* If unsuccessful, they must recover the ball and serve again.
* Point scored if both balls end up out of play on the same side.
* Rotate after each point.
* Ball cannot be spiked with one hand, must be “tomahawked” with two.

**Drill Explanations:**

* Can be used for all ages, good with beginners.
* Goal is to be fun, make players use peripheral vision, prevents ball watching, and helps timing and rhythm to speed up or delay game.
* Organized by pairs, threes, or fours depending on number of players, space, and skill.
* Takes 5-10min.
* Play to 5-7 points.
* Layout with 4-9 players per side, using 3-3-3 lines to cover court.

**19 v 11:**

* Team A starts at 19, Team B starts at 11.
* A needs two wash points to get 1 point.
* B gets 1 point for every rally won.
* Play to 25.

**+7:**

* Positional drill (LvL).
* Only left hitter can score.
  + Any other player scores, it counts as 0.
* If any player makes a mistake = -1.
* First to 7 wins.

**21 v 23:**

* Team A starts at 21, Team B starts at 23.
* A receives ball from B each time.
* Play to 25.

**Clockwork:**

* 6v6.
* Team must get through all position rotations to win.
* Win a serve=point and rotate.
* Lose a serve=receive the ball.
* 1 chance to win the point.
  + Success=serve from same position.
  + Failure=rotate back one spot.
  + Rotate back 6 spots=Loss.

**2-Minute Frenzy:**

* Team A vs Team B.
* A gets free balls for 2 minutes.
* However many points they get is their score.
* After 2min is up, Team B tries to beat their score.

**LvL, RvR, MvM:**

* Any player vs any player.
* 1st ball goes to them, play the rally.
* Put ball into opposition, who must set 1st ball to designated player.

**Hitter v 6:**

* 2 hitters on same side of net.
* Alternate balls to each hitter.
* Keep score.

**Coaching**

**Coaching Points**

* Practice rules/expectations.
  + Keep it simple, focusing on the important things.
    - Equipment, warm-ups, and respect.
  + Be clear and consistent with expectations.
* Practice culture/norms/values.
  + Your job.
  + What you say, do, by whom you have on your team, and how you structure practice.
  + It must become player driven.
* Practice planning.
  + Changes for pre-season, competitive season, off-season.
  + Start with block training.
  + Take notes/feedback and adjust if necessary.
  + Have regular drills as pillars of your training, both skill drills and competitive drills.
    - Time explaining drill vs. time doing drill.
  + Mix up with unstructured games, or position specific days.
  + Note importance of repeated ball contacts.
    - Hitting, blocking, and shagging.
    - Time contacting ball vs. time waiting/shagging.
  + Focus on ball handling, critical for all positions.
    - Different focus on each position.
  + Have a variety of intensity, mixing with game speed.
  + Include frequent water breaks.
  + Scout opponents to develop tactics.

**Tenets of practice:**

* + Environment should shape behavior.
    - Need correct behavior to succeed in drill, and achieve desired behavior.
    - Don’t explain so much, but demonstrate and do.
    - Incorporate ball handling in warm-up.
    - Player focused drills.
    - Total number/in-a-row/in time.
      * Know what they can/can’t do.
      * Don’t set unachievable goals.
      * Decide if they go until achieved, or go for allotted time.
    - Keep score, stats, and track performances as if a game.
      * Helps settle line-up disputes.
      * Teach players accountability.
    - Encourage them, and provide positive environment.
      * Done for even small success, but not if they aren’t doing it well.
    - Instant and clear reinforcement for desired behaviors.
      * They can realize that what they did was wrong.

**Communication should be:**

* One syllable.
* Early.
* Loud.
* Back row has precedence.
* Good Examples: Mine, In, Out, Free, Help, Down.
* Bad Examples: I got it, My ball, I’ll set, Go.

**Reflections**

**Reflection #1:**

I have played volleyball all the way from elementary school to Grade 10. I have also played on several club teams. As such, there is little that I don’t already know about volleyball. Therefore, there was not much new information during these first two classes. That being said, I have not played volleyball since, and am rusty on my techniques. I can improve my technique by taking the drills seriously, and focusing on the quality of the skill I am working on. This was especially necessary during the individual passing drills. I was able to focus on my own, improving technique each time. I can improve not only my technique and skill, but also those of my classmates. An example of this was during the partner passing drills. My partner was not as skilled at volleyball as I am, so I gave her some points and advice to help her improve. I also got to learn some different games that can be used to help beginners learn the game. Fukihara and Swedish Two Ball are two great games that I can use in the future with my P.E. classes. The coaching points are also useful for this, as it is sometimes difficult to engage students, and find something they enjoy doing. By combining these lessons, I can provide a fun atmosphere for future classes that I teach.

**Reflection #2:**

As said before, I have played volleyball in the past, and there isn’t much new information that I learn in this class, as I have already learned it. With that in mind, as a player, I tend to ignore or forget the finer points on strategy, coaching, and skill techniques. A lot of the information in these two classes was refreshing previous knowledge on the subject, but to be able to re-learn it, and write it down is extremely useful. By re-learning teaching points on technique and strategy on things like setting or defense, I am better prepared to teach it to students in the future. The drills like caterpillar and partner passing really allow for bonding between students or players. This allows my classmates and I to work together on our techniques, and encourage each other on a small basis than most large drills or games. By working in small groups I can work on individual technique, and then help my partner, and then help my group. This helps both my classmates and myself. The tenets of practice, skill techniques of overhand passing, and defense strategy are also refreshing old information. I recalled much of it, but again, it helps to have the points written down to help future progress. The classes are very progression based. This allows for me to work on things until I am comfortable with them, and then put them to use in a game, drill, or with a partner.

**Reflection #3:**

As one of these two weeks was skill testing, I am going to combine the following week as well into this reflection. The skill testing was not as difficult as I pictured it being. It was certainly stressful, as there was little room for error. All in all I think it went well. The next class was structured on attacking and blocking. Although I’ve played volleyball before, attacking was never my strong suit. I was always much more comfortable as libero. However, I found that after warming up and going through the motions, it came back to me. My spikes may not be super powerful, but they do the job. There was a little bit of struggling, but nothing too severe. Blocking was a whole different process. By playing various sports, I’ve developed lots of useful sport skills, jumping included. Therefore, blocking was much easier for me, as I could jump and reach over the net. The next class was after reading break, and was cancelled. The following class revolved around serving. Overhand serving was also a weak point in my volleyball game. I could never control the ball on an overhand serve like I could with an underhand one. Again, I struggled with this aspect, finding little had changed. I was slightly better this time around, and the progressions helped with that. I found it was still easier to use an underhand serve, and aim it with less of an angle so that it launches just above the net. However, I managed to perform several accurate overhand serves during the games.

**Reflection #4:**

This week was another skill testing class, which was again stressful, but it went well. It was very tiring to repeatedly spike the ball during the test, but it seemed to have gone well. Blocking was also tiring, as you could not let your hands go down. Overall I was happy with how I had done, as it was a fair portion of our mark. When our skill test was over, we were given several games to run ourselves. These were fun, as they put our skills to use, and gave us some competition. It also gave us an opportunity to run drills/games ourselves, and work together as a group, which was very useful for team bonding. We also went over some defensive positions and tactics. These were very similar to ones I already learned. We then chose our teams for the tournament. Finally, in the next class we moved into the tournament. It was lots of fun to finally play an actual game, rather than drills or mini games. Our team was very successful and won every game. We were good at communicating, and organizing ourselves. Our team also had some very skilled players, and our abilities complemented each other. I found it easy to incorporate everything we learned, as I have played before, and to test some of the weaker aspects of my game. If was a nice chance to play together with some level of competition, and I am looking forward to the next class where the finals take place.

**Final Reflection:**

Coming in to this course I felt very confident, as I have played volleyball before, and it is a sport I enjoy and am good at. I was unsure of what to expect, but it proved to be very useful. This journal is really going to help me, as I am currently studying to become a high school PE teacher. Many of the drills, games, and coaching points will be very beneficial to have when I enter that environment. It will give me a go-to unit program to develop for the students. Looking back, I found that I could use all of the drills and games we learned, and can adapt them to the skill level of my students. It will provide a good starting point for me, as I can look back on it after several years, and still be able to use it. Personally, my favorite part of the course was the tournament. It is very tiresome to attend a class or sport that just repeats things, or goes through the motions, without playing very many games. I found that it was the games that provided the most development and fun atmosphere. For me, overhand serving and spiking were the most difficult things. I played as libero in my past volleyball experiences, and it is the position I feel most comfortable in. This class allowed me to revisit the weak aspects of my game, and help develop them. I believe that all of the drills and games will be relevant to the high school students I will be teaching. I find that although kids have been exposed to volleyball growing up, many don’t have the skills or abilities to comfortably play it. In this sense, the beginning drills are perfect. However, I will also have students who do play volleyball, and the games and advanced drills are perfect for them. I believe I can use all these drills, and adapt them to the students I encounter, in order to develop a strong and enjoyable program for them. By focusing on technique, and then advancing with each aspect of the game, the final outcome and game setting will be much more enjoyable for myself and my students. Looking back, this class provided many good drills and games, and I am looking forward to putting them to use in my future career. It will certainly make the volleyball unit much easier for me, as I can use this journal and create a unit that suits the abilities and attitudes of my students.