

Volleyball4Life



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**SPORT FOR
DEVELOPMENT**

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Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH began to work through the 'Sport for Development in Africa' (S4DA) Regional Project in 2014 to establish sport as a means of achieving development objectives in selected African countries.

S4DA aims at creating access for children and young persons to development opportunities through sport. It focuses on the creation of access to infrastructure and the sustainable implementation of sport-pedagogical exercises. S4DA is active in Ethiopia, Kenya, Mozambique, Namibia and Togo and – to a lesser extent – the project supports activities also in other African countries. S4DA makes a significant contribution to the initiative 'More Space for Sport – 1,000 Chances for Africa' which was launched by the BMZ.

The present manual has been developed in close cooperation of S4DA and local organisations and integrates knowledge on specific local needs and topics.

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DEAR COACHES AND VOLLEYBALL COLLEAGUES

Keeping in mind that Volleyball in Namibia is still a sport in the embryonic stage of its development; the Namibia Volleyball Federation (NVF) aims to make Volleyball the most popular sport in the country, especially amongst young people.

Young people are the future of our sport and as a Federation we believe in creating opportunities for all youth, regardless of age, sex, race, gender, religion or belief, ability or disability, social status or sexual orientation. As Coaches and teachers, we need to ensure that the welfare and safety of our young people involved in Volleyball and the sport itself is always the primary consideration.

Volleyball can be a vehicle to build life skills, reduce gender based violence and promote a Healthy Lifestyle. The NVF with its partners would like to introduce Volleyball4Life in all Namibian schools as a tool that will provide an environment where young people can learn about, participate in and enjoy Volleyball, free from abuse, or harassment and be moulded into socially responsible citizens.

I am appealing to you, fellow Volleyball Coaches and lovers of Volleyball. We have a golden opportunity not only to grow Volleyball through this programme but also to change the lives of young people using Volleyball as a tool for education and development. Volleyball4Life will create a positive, participative environment for young people and create a healthy nation that will see the future generation living a Healthy Lifestyle and able to contribute to the national developmental goal of vision 2030.

Therefore, it's the responsibility of every sport partner and the entire Volleyball family to get involved and drive through this noble project for our young people in schools, orphanage homes, youth centres and in every street corner of our towns and villages. This manual must not gather dust colleagues; it must be a living resource that guides us as we try to impact on the lives of the Players who place their faith in us.

Dearest colleagues, the Volleyball4Life approach also promotes a new approach to Coaching. We as Coaches are being called upon to include all in our Coaching programmes and not only focus on talented Players. We are being called upon to get to know our Players and take an interest in their lives, to develop a relationship of trust with Players, parents and the broader community. We are being called upon to make our communities safe and healthy.

Can we rise to this challenge, colleagues? I believe if we join hands and work together, we can do so. I look forward to working with all of you as we take this project forward.

Yours in Volleyball,

H. Dux Imbuwa

Hillary Dux Imbuwa
Namibia Volleyball Federation Vice president



AIDS	Acquired Immune Deficiency Syndrome
BMZ	German Federal Ministry for Economic Cooperation and Development
CBO	Community Based Organisation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HIV	Human Immunodeficiency Virus
NGO	Non-Governmental Organisation
NVF	Namibian Volleyball Federation
PE	Physical Education
S4D	Sport for Development (Sport4Development)
SS4D	School Sport for Development (School Sport4Development)
TB	Tuberculosis
UNICEF	United Nations International Children's Emergency Fund
V4L	Volleyball for Life
WHO	World Health Organisation



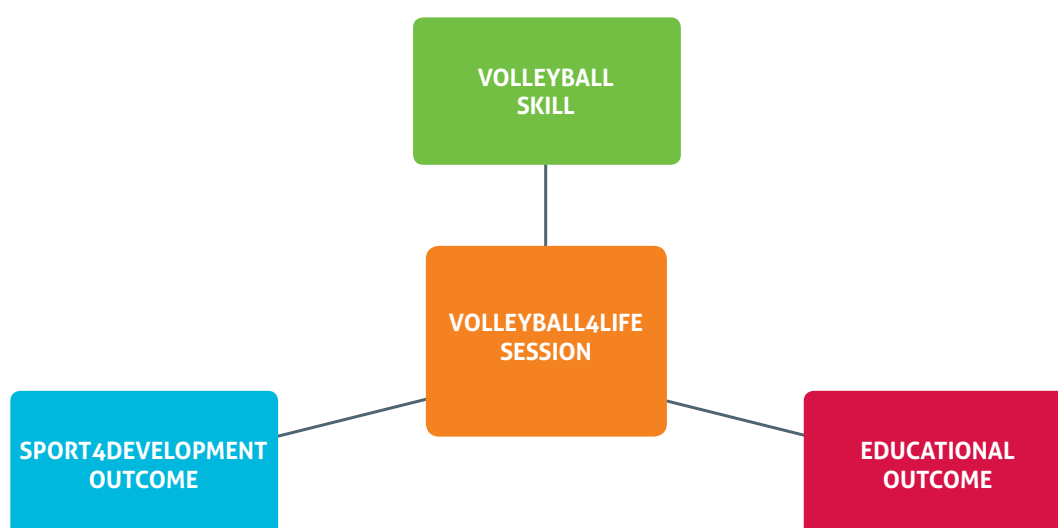
Welcome to the **Volleyball4Life** Manual. The Volleyball4Life Manual has been written to assist Volleyball Coaches to facilitate positive youth development among Namibian youth. It has been developed by the 'Sport for Development in Africa' (S4DA) Regional Project of the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ).

S4DA seeks to promote various sports as a tool for positive youth development, education and the adoption of a Healthy Lifestyle. Therefore, it promotes infrastructure and local capacity development. This includes the training and development of sports Coaches and other significant actors who can implement programmes and develop strategies for **sustainability**. This requires social, cultural and economic conditions in partner countries to be taken into account. The ultimate aim is to transfer responsibility for implementing the programmes, the associated continuing training of Coaches, and maintenance of sports grounds and equipment to local partners. S4DA makes a significant contribution to the BMZ's '**More Space for Sport-1,000 Chances for Africa**' initiative which was launched in 2014 by the Federal Minister, Dr Gerd Müller, helping to build a broadly based and effective alliance for Africa between sport, civil society and the private sector.

Volleyball4Life follows other **Sport4Development** Manuals in Namibia namely Football4Life and Basketball4Life. The main purpose of the manual is to assist Coaches to promote positive, sustained and holistic development amongst Namibian youth, using sport as a vehicle for education and health promotion.

The primary target group of the manual is Coaches operating at schools. The target age group for the training sessions are children and youth aged 6 to 18 years, boys and girls. The manual can also be used in a community setting by Coaches based at Volleyball clubs or Coaches linked to NGO's. The sessions can easily be adapted for out-of-school youth, where these programmes are also much needed.

During Volleyball4Life training sessions, Coaches will train a Volleyball skill and integrate this with a Sport4Development outcome.



CHAPTER 1 explains how the Volleyball4Life Manual will align with key programmes in Namibia namely the School Sport4Development Programme (SS4D) and the Physical Education and Life Skills curricula. It explains briefly the key objectives and content of these programmes.

CHAPTER 2 introduces the Coach to the concepts and approaches in the manual. A thorough understanding of the concepts will help the Coach to implement effective sessions. These key concepts are Sports Development, Sport4Development and the Volleyball4Life Manual.

CHAPTER 3 looks at the roles and responsibilities of Volleyball4Life Coaches in the positive development of youth. The chapter emphasizes a different approach to Coaching and outlines the multiple roles that Coaches should play. It also outlines the differences between conventional Coaching approaches that the participants may be familiar with and the Volleyball4Life Coaching approach. Coaches are introduced to the 'Connected Coaching' approach, which forms the basis for the Coaching sessions.

CHAPTER 4 guides the Coach step by step through planning a connected Coaching session. Every step is carefully explained and new concepts such as the opening and closing circle are explained in some detail. Chapter 4 also provides practical sessions how to integrate the content into sessions and sample activities for Life Skills and the Healthy Lifestyle topics. The Coach must understand that these are merely a few samples sessions. These have been prepared by Volleyball specialists with Sport4Development practitioners. The sessions are however merely guidelines and must be adapted by the Coach to local conditions. Many sessions provided guidelines on variations to make the sessions more or less challenging depending on the ability of Players. It is important that Coaches do not replicate and repeat the same sessions but they show innovation and creativity to present fun, lively sessions that will constantly engage young people.

CHAPTER 5 Having been introduced to the key concept of Sport4Development, Coaches are now introduced to the key Sports Development outcomes in more detail. These outcomes are divided into two categories, namely Personal Development Outcomes or Life Skills and Healthy Lifestyle topics. The manual cannot provide a comprehensive list of all personal development skills and Healthy Lifestyle topics but provides a core set of competences and knowledge that can support the work of other programmes in school and out of school.

CHAPTER 6 shows the Coach how to promote sports leadership skills of young people also off the court. It helps the Coach to include all participants in Volleyball4Life activities, not only good Players. It encourages the Coach to involve the Players in activities which could lead to sustainable programme implementation at schools and in communities. These include starting a club or organising regular events.





The Volleyball4Life Manual supports and complements key existing programmes in Namibia and is written in line with the Physical Education (PE) and Life Skills Curricula. It furthermore falls under the umbrella of the national School Sport for Development Programme (SS4D) and contributes to their objectives.

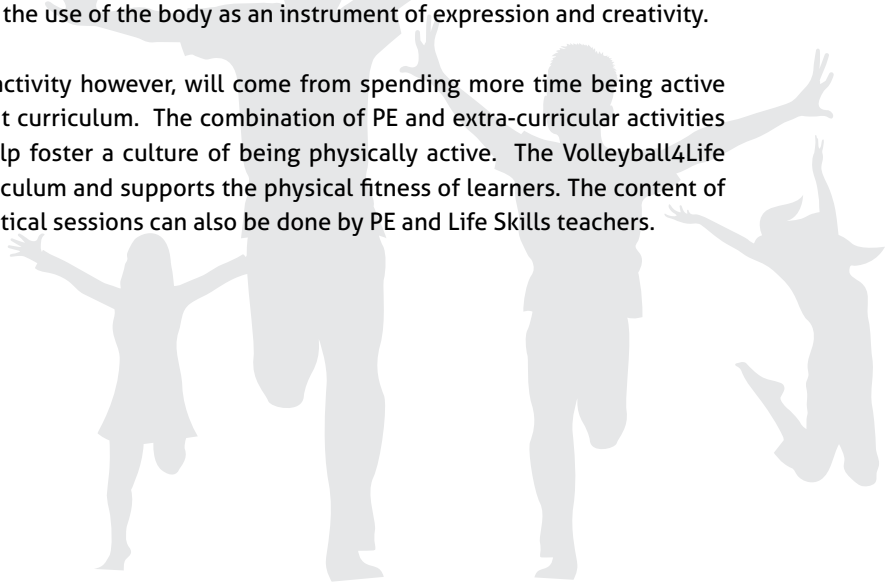
The **School Sport for Development Programme** is a joint programme of the Namibian Ministry of Education, Arts and Culture and the Ministry of Sport, Youth and National Services and UNICEF. The programme was launched in February 2016 with the following aims:

- 1** To strengthen the environment in which school sports in Namibia can thrive through enhanced policy and to develop the capacity of educators and government officials to deliver quality Physical Education (PE) and school sport.
- 2** To offer a holistic multi phased strategy to better deliver PE, intra and inter school sport and to create a solid foundation for using sport as a tool for youth development.
- 3** To create a platform for relevant stakeholders to understand the importance of an integrated approach to delivering PE and school sport.
- 4** To integrate curriculum based physical education, school sport and youth leadership development.

Volleyball4Life aligns with the SS4D programme by offering a comprehensive method for teaching Sport and Life Skills in educational institutions. It capacitates sport organisers in schools with Coaching skills which contribute to a better school sport but also supports the personal development of the learners through sport.

Physical Education is an integral part of general education in Namibia. PE equips learners with skills, knowledge, and competencies to live healthy and physically active lives. Consequently, young people are enabled to positively contribute to society and to find a place in it. Physical Education promotes health and physical literacy by promoting enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time. PE aims at developing positive personal qualities and self-actualisation by means of physical activity in different contexts and develops an appreciation of movement and the use of the body as an instrument of expression and creativity.

The true benefits of physical activity however, will come from spending more time being active than is stipulated in the current curriculum. The combination of PE and extra-curricular activities such as Volleyball4Life can help foster a culture of being physically active. The Volleyball4Life Manual aligns with the PE curriculum and supports the physical fitness of learners. The content of the manual, especially the practical sessions can also be done by PE and Life Skills teachers.



The Namibian education system promotes **Life Skills** for the optimal, holistic development of all learners and Volleyball4Life is also contributing to the development of Life Skills. It is defined as a way of making meaning out of life.

The particular features of Life Skills are that learners should:

- 1 Have a clear idea of their identity
- 2 Apply knowledge in decision making
- 3 Be able to function effectively
- 4 Be socially responsible
- 5 Cultivate and strengthen morals and values

Aims



- 1 Emphasize career guidance, holistic wellness and civic affairs
- 2 Prepare the learner holistically for life and their future
- 3 Promote and foster the highest moral and ethical values
- 4 Develop and enhance respect and tolerance towards other people in all spheres of life
- 5 Encourage the teaching of cross-curricular topics
- 6 Provide orientation, exploration and skills development through self-awareness and a positive self-image

This manual aligns well with the Life Skills Curriculum for the Senior Primary Phase (Grades 4 to 7). It deals with many of the topics covered in the classroom such as:

- Leadership
- Goal setting
- Personal strengths and weaknesses

The manual seeks to supplement and enhance the work by the teachers in the classroom. The Coach must not try to duplicate the work by the teacher but reinforce the key messages from the classroom. The Coach should also align his/her Coaching programme with the Life Skills and Physical Education curriculum of the school and support the work of the teachers in class.



This manual will provide as much guidelines and examples as possible but innovation, creativity and most of all common sense will determine the most successful Volleyball4Life Coach. Therefore, the Coach must keep up-to-date to current developments, inform him/her-self and keep on learning.





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The **Volleyball4Life** Manual promotes an innovative approach to Coaching. It integrates **Sports Development** competencies with **Sport4Development** competencies. This enables the Coach to plan and implement effective Volleyball4Life sessions and contribute to a positive social, personal and sportive development of the Players.

SPORTS DEVELOPMENT

Sports Development programmes aims at improving the standard and quality of the sport, in this case Volleyball. Players will progress through the stages of the Sports Development Continuum as per the diagram below.



Figure 1: 'The Sports Development Continuum' Edinburgh, The Scottish Sports Council (1988)

Foundation
<ul style="list-style-type: none"> • Target beginners, mainly children • Basic Skills and Movement • Mass participation (large numbers) • Fun and enjoyment
Participation
<ul style="list-style-type: none"> • Specialisation, regular training and participation in a specific sport • Part of a team and club • Take part in league matches and tournaments
Performance
<ul style="list-style-type: none"> • Improving performance and technique • Developing sport specific skills • Regular training and Coaching • Specialised equipment and facilities • Performance at top club, regional, provincial level
Excellence
<ul style="list-style-type: none"> • Elite, High Performance • National and International Competition • Highly specialised training, Coaching • More specialised equipment and facilities • Specialised nutrition • Limited numbers • High cost

As Players progress from Foundation to Excellence, the number of participants will decrease. Sports Development programmes are governed by international rules and regulations and tend to become exclusive and expensive as they promote elite sport. World class Players and athletes inspire dreams of children and youth and motivate many to exercise. They are role models for young people and for communities.



The Sport4Development approach is about using sport as an intentional tool to achieve developmental objectives and contribute to the holistic education of individuals. Sport, play and physical activity supports the education of youth in various ways. The development on the sport field can directly be linked to the achievements in the classroom and can contribute to a better performance in school. Sport activates 4 dimensions that are highly important for the personal development of young people:



1. The physical dimension: **the body moves**

Improvement of

- Flexibility
- Strength
- Endurance
- Coordination
- Orientation
- Reaction
- Balance



2. The cognitive dimension: **the mind thinks**

Improves ability to

- Concentrate
- Reflect
- Expect
- Think logically
- Take decisions
- Develop strategies



3. The emotional dimension: **the heart feels emotions**

To learn how to

- Deal with fear and frustration
- Deal with aggression
- Experience joy, fun and motivation
- Learn how to win and lose



4. The social dimension: **people interact with each other**

- Build friendships
- Develop trust, empathy, respect & tolerance
- Reduce prejudice and build social cohesion
- Learn to collaborate, resolve conflicts, respect rules
- Interact in a team
- Learn about gender differences

Source for 4 dimensions: *Manual4New Horizons, Swiss Academy for Development, Valerie Kunz und Jutta Engelhardt, 2009*



WHY IS SPORT A GOOD TOOL FOR DEVELOPMENT?

- **Universal popularity** – Sport transcends national, cultural, socio-economic and political boundaries. Sport is enjoyable for participants and spectators alike and can be implemented in virtually any community in the world.
- **Global communications platform** – Sport programmes can reach many people; it is thus an effective means for public education & social mobilisation.
- **Ability to connect** – sport is social. It brings people together in a social environment including Players, teams, Coaches, volunteers & spectators.
- **Cross cutting nature** – sport can address a broad range of social and economic challenges. By connecting with the personal development or Life Skills and Healthy Lifestyle topics, the Coach can make a real impact on addressing the challenges that young people face.
- **Potential to empower, motivate and inspire** – Many skills can be developed through sport, both on and off the field. Achievements in sport can motivate and inspire others.

Sport4Development programmes are **inclusive**. It focuses on improving the lives of all throughout sport, regardless of physical ability or skill levels.

Rules for Sport4Development programmes are not developed internationally. In a Sport4Development programme, the Coach can make rules to suit the development aim of the children and young people.

The main aim of the **Volleyball4Life Manual** is exactly as the name implies, to use **Volleyball** as a tool to prepare young people for **life**. This manual will assist the Volleyball4Life Coach to integrate various competences such as Life Skills and Healthy Lifestyle topics into a Volleyball training session.

Volleyball4Life combines the benefits of a Sports Development approach with Sport4Development outcomes. The manual aims at improving Volleyball skills but also using sport as a vehicle to educate and develop children and youth.

The aim of the Volleyball4Life Manual is thus to achieve:

- 1 Holistic development of the Players.
- 2 Better Volleyball skills and better Volleyball Players.
- 3 Encourage young people to
 - Act as role models and to impact positively on their comrades and their peers
 - Lead active, healthy lives
 - Be socially responsible citizens
 - Take leadership roles in their communities on and off the Volleyball court
- 4 Promote and foster high moral and ethical values, positive self-image and self-esteem.



CHAPTER

3



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The role of a Volleyball4Life Coach is different to a traditional Volleyball Coach. A Volleyball4Life Coach aims at changing lives using Volleyball as a tool. However, using Volleyball as a tool means also that you offer a high quality sports session.

The Volleyball4Life Coach strives to equip young people with the physical, mental, technical and tactical skills that will make them good Players. The Volleyball4Life Coach also strives to develop well rounded individuals who will become positive role models in their communities and lead healthy and productive lives.

The Volleyball4Life Coach wants all the participants to have a positive future - both on the Volleyball court and in their communities.



ROLES OF A VOLLEYBALL4LIFE COACH

The Coach takes on many roles as he/she works with youth. Amongst others the Coach:

- Assesses the young person's level of ability
- Provides instruction that helps them develop their skills
- Motivates the Players

At different times the Coach will play different roles such as:

- Performance analyst
- Teacher
- Motivator
- Assessor
- Friend
- Mentor
- Facilitator
- Demonstrator
- Adviser
- Supporter
- Counsellor
- Organiser



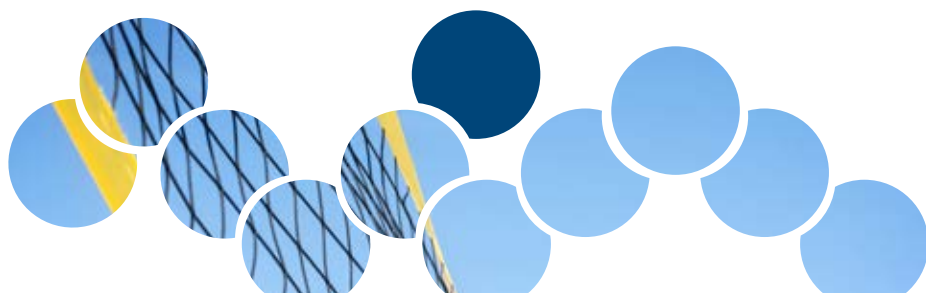


RESPONSIBILITIES OF A VOLLEYBALL4LIFE COACH

When you agree to become a Volleyball4Life Coach, you also take on a range of responsibilities including:

- Ensuring the health and safety of the participants
- Protecting children from bullying and abuse of any kind
- Promoting the long term development of the young person
- Continuing to update your own knowledge of Volleyball
- Planning and testing your Coaching sessions
- Providing opportunities for youth to play Volleyball and have fun
- Involving young people in decision making

The Volleyball4Life Coach is striving for the **holistic** development of the Player to prepare the Players to lead a healthy and successful life. His/her task is to equip Players with the skills they will need to cope with the challenges they will face in life and to **educate** the Players through the Volleyball4Life training sessions.





The Volleyball4Life Coach is achieving not only Sport Development outcomes; the Coach is also striving to achieve sustainable Sport4Development outcomes.

Well developed, educated and healthy young people can act as role models for other young people in their communities. These skills can equip the youth to impact positively on others. By integrating Sport4Development skills into the Volleyball training sessions, the Coach will help the Players to make good, healthy choices on and off the Volleyball court.

Guiding and working with youth gives the Coach visibility in the community. The Volleyball4Life Coach must be a positive role model for the Players and the community. Therefore, it is important that the Coach displays the behaviour he/she expects from the Players. It is best the Coach leads by example!

The Coach must also create a friendly and safe learning environment. Typically the Coach must:

- Arrive well before the Players. Punctuality is one of the most important personal skills you must teach the Players. Therefore you must NEVER be late.
- Give the Players responsibilities.

EXAMPLES

- » Help pack out the equipment and setup the session.
- » Check the playing/training area for any safety hazards.
- » Take a roll call of Players.
- » Lead a warm up or cool down session


-
- Make sure all the Players feel valued and welcome. Do NOT focus on the talented Players only.
 - Learn the names of all the Players and address them by their names.
 - Know the birthdays of the Players and remember to celebrate birthdays.
 - Do not scold or humiliate the Players.
 - Avoid punishing Players. If some form of punishment is necessary, focus on fun and humour.

EXAMPLES

- » Instead of doing 20 pushups as punishment, they must sing a song, relate a story, etc.
-



A Volleyball4Life Coach also displays good interpersonal skills such as:

-  **Fairness** – Treat all alike, do not victimise.
-  **Helpfulness** – Some Players will have difficulty with some of the skills, help and support them, don't make them feel despondent.
-  **Patience** – Be prepared to repeat activities; don't get frustrated with the Players.
-  **Respect** – The Player may have ideas on the session, respect their input and encourage them to respect each other.
-  **Self-criticism** – This will be difficult at first but ask the Players for feedback on the sessions, be prepared to accept feedback and suggestions from the Players. They are best placed to tell you what they enjoyed or did not enjoy so you can constantly improve your sessions and attract the Players to come back.
-  **Tolerance** – Coaches are authoritarian and intolerable of failure of their Players. A Volleyball4Life Coach must display a high level of tolerance and should not be authoritarian and intolerable.
-  **Trustworthiness** – It is important that the Players trust you completely. During a Volleyball4Life session, the Players may share personal stories with you or the whole group. You must NOT share these stories with others.
-  **Interact and Communicate with your Players effectively** – Many Coaches have the tendency to be autocratic and unfriendly towards their Players. Know it is more important how you say something than what you say. Your tone, facial expressions, body language and gestures are important. Remember you are trying to develop young people with a positive attitude in life and respect for others. As a Coach you must show the same behaviour you expect from your Players, both at the training session and in their communities.
-  **Social media** – Is a reality of the modern area. Even in poor communities, the youth have access to internet facilities at libraries and schools and in their homes. Many youth have smart phones. The Coach should embrace and use the relevant social media platforms in your Coaching plan. Set up a WhatsApp group and Facebook page. Find good YouTube clips for the Players to look at. Consult the Players on this. This could also be a good task to give to one Player to manage for you.



If you create an unfriendly environment where the Players fear you, your session will not be effective. You cannot teach the Volleyball skill let alone integrate developmental outcomes, Life Skills and Healthy Lifestyle topics effectively. If the Players have a choice, they will stay away. On the flipside, if you create a positive environment, they will tell their friends and you will impact on more young people.



One other way to create a positive environment is through a recognition and awards scheme. You could create various awards linked to your Sports Development and Sport4Development outcomes e.g.

- Player of the week/month
- Fairplay award
- Punctuality award
- Most improved Player
- Most valuable Player
- Etc.

This could culminate in an annual awards function where you could also recognise parents and other stakeholders and partners for their contributions.





CONNECTED COACHING

The **Volleyball4Life** Manual is different to the normal Volleyball training. The focus is to integrate high quality Volleyball training with developmental outcomes. Other goals such as winning matches, leagues and tournaments are secondary to the fun and enjoyment in sports and the long term development of the Players. The Coach thus adopts a different approach to Coaching. This approach is called **Connected Coaching**.

What is Connected Coaching?

1. The Volleyball4Life Coach is **CONNECTED**. The Coach forms networks and relationships with other stakeholders. The Coach is not an expert on everything. He forms partnerships with stakeholders that can assist with the holistic development of the Players.
2. Participation in Volleyball by itself does not achieve developmental and educational outcomes. The Volleyball4Life Coach makes an **INTENTIONAL CONNECTION** between Volleyball skills, personal development, Life Skills and Healthy Lifestyle outcomes.
3. The Coach develops **CONNECTED OUTCOMES** for the training sessions. Outcomes are also sometimes called **goals** or **objectives**. The Coach **connects** Volleyball skills with Sport4Development skills.



What are the elements of a Connected Coaching training session?

1 A connected Coaching sessions starts with an **OPENING TEAM CIRCLE**. The Coach literally forms a circle with the Players. The Coach is a part of the circle, not in the middle of the circle. The following happens during the opening team circle.

Step 1: The Coach welcomes the Players and creates a friendly, safe environment.

Step 2: The Coach has a **CONNECTED CONVERSATION** with the Players. The Players **SHARE** any important experience or challenges in their lives since the last Coaching session. He could ask the Players to share something about their family situation, school, friends, hobbies etc. Celebrate any birthdays.

Please Note: The Coach must have a **CONVERSATION!** The Coach must not talk alone.

Step 3: The Coach **EXPLAINS** the **connected outcomes** of the session. The Players must be clear from the outset that the session is more than just about Volleyball. They must know and understand the purpose of the session and their role in making the session a success.

2 The Coach **connects** the Life Skills and/or Healthy Lifestyle theme to all aspects of the training session. During the session he compliments the Players. He points out individual progress and asks Players to show to others.

3 The connected Coach ends the session with a **CLOSING TEAM CIRCLE**. By now the Players are normally tired so the Coach and Players should sit down in a circle. Again the Coach facilitates a **connected conversation**. The following happens during a closing team circle.

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Volleyball skills, recap the key points of the skill
- The link between the sport skill and the Sport4Development outcome.

Step 2: The Players **SHARE** their experience of the session. They reflect on what they enjoyed and what a challenge was for them. They give ideas and suggestions on the session.

Step3: The Coach **facilitates** a short discussion on the developmental outcome. This may be a personal development outcome, a Life Skill, and/or Healthy Lifestyle Topic. What did they learn? How would the skill be applied in their daily lives or in school?

Step 4: The Coach **EXPLAINS** any announcements on upcoming activities e.g. details of the next match or training session. The Coach closes the session with a collective activity, such as team chant.



The **Connected Coaching** approach may at first be difficult for both the Coach and the Players. Having **connected conversations** will not come naturally for some Coaches. It will become easier as the Coach develops more experience at **facilitating** the conversation and as the Players get used to the process.

The Coach must **not lecture**. He/she must give the Players an opportunity to speak freely. The Coach should encourage **ALL Players** to take part in the conversation. Normally the confident Players dominate a conversation and the quiet introverts don't assert themselves. The connected Coach must make sure all the Players feel part of the team.

The **duration** of the closing team circle will vary from session to session. As Coaches become more comfortable facilitating connected conversations, they will find that other opportunities arise during sessions to have informal connected conversations. This could be with all Players or with a smaller number or even with individual Players.

Coaches should take care not to distract from the sports training sessions by turning these conversations into lengthy dialogues that end up boring the Players or disrupting the sports practice. Keep your messaging short and simple.

It is important to create a safe, respectful and open environment where Players feel they can express their ideas and reflect on their own experience. Set ground rules with Players that ensure each individual feels they can easily contribute to the conversation.

Two of the biggest challenges are trust and confidentiality. The connected Coach must manage this carefully. The Coach must **EMPHASIZE**:

**'WHAT HAPPENS
IN THE CIRCLE,
STAYS IN THE CIRCLE'**

Encourage Players to show respect to their peers, listening, contributing, and acting responsibly. It is important during the connected conversations to get the Players to share their ideas and experience without fear of judgment or gossip.





DEVELOPMENT OF THE YOUNG VOLLEYBALL PLAYER

One responsibility of a Volleyball4Life Coach is the long term development of the Player. This means developing the young person in terms of their technical/tactical skills, their physical fitness, their mental or psychological fitness, and their social or Life Skills.



Figure 2: All-round development of the young Volleyball Player





DIFFERENCE BETWEEN A VOLLEYBALL COACH AND A VOLLEYBALL4LIFE COACH

The Volleyball Coach and the Volleyball4Life Coach adopts different approaches to Coaching. This table summarises the above mentioned characteristics of a Volleyball4Life Coach compared to a Volleyball Coach.

Volleyball Coach (Sports Development)		Volleyball4Life Coach (Sport4Development)
1	Focus on improving the sport of Volleyball.	Focus on developing society using Volleyball as a tool.
2	Develop better Volleyball Players.	Develop better people (personal and social development) using Volleyball as a tool.
3	Focus mainly on Volleyball Skills e.g. Serving, setting, spiking.	Focus on integrating sport skills, Life Skills and Healthy Lifestyle topics.
4	Can be exclusive - Focus on the best Players to win matches.	Must be inclusive – Plan activities for all participants, regardless of skill levels.
5	Coaching approach: Authoritarian – Only the opinion, knowledge and experience of the Coach counts.	Coaching approach: Facilitative – Acknowledge and use the expertise and experience of the Players.
6	Focuses on the training. No real interest in the personal lives of the Players.	Has connected conversations with Players, has a better holistic understanding of Players. Understands that their personal challenges affect their performance on the court.
7	Works alone mainly and tries to outwit other Coaches to win matches. Rarely shares knowledge and experience.	Involves other partners and role Players. Willingly shares knowledge, successes and challenges with other Coaches. Is prepared to learn from others. Is willing to be a life-long learner.
8	Success is measured by numbers of matches won and positions on the league table.	Success indicators are different. It includes the numbers of regular participants and if the Players have skills to cope with life and lead Healthy Lifestyles off the court.





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In this chapter we look at planning and implementing effective Volleyball4Life sessions.

The ideal Volleyball4Life session is led by a competent, connected Coach and involves young people who are keen, enthusiastic, interested, motivated and eager to learn.

Please note the following

- 1** The key to a good session is **PLANNING** and **PREPARATION**.
- 2** The session should have clear outcomes.
- 3** Sessions should be age appropriate.
- 4** The venue for sessions should be safe, child and youth friendly.

PREPARING & STRUCTURING TRAINING SESSIONS

The sessions should include the following 3 phases as illustrated in the diagram below:

A. Warm-up	B. Main part	C. Conclusion
1. Lead opening team circle 2. Introduce the Volleyball outcome for the session 3. Introduce the S4D outcome 4. Conduct a warm-up activity	5. Conduct the main part of the session, focused on the Volleyball skill. 6. Reinforce the S4D outcome	7. Have a small sided game 8. Cool down activity 9. Closing team circle

A. WARM UP

1. Opening Circle

The sessions start with an **opening team circle** as described earlier. The opening team circle should end with all the Players joining hands in the centre and calling a motivational chant e.g. 'Let's go, Strikers, let's Go', 'Go team, Go!', 'We are awesome!', or a chant spelling the team name.

2. Introduce the Volleyball Outcomes

The Coach introduces the session, explaining the intended outcomes, the planned activities and what is expected of the Players. Sometimes it may be more effective NOT to reveal the specific outcomes at this stage but to introduce it through the activities and then reflect on this later.

3. Introduce the Sport4Development outcomes for the Session

The Coach introduces the Personal Development/Life Skill or Healthy Lifestyle topic through leading questions. The Coach must find an interesting way to introduce the topic.

NOT recommended: 'Today our personal development/life skill topic is leadership.'

Recommended: Ask leading questions such as:

'Can anybody tell me who the Mayor of our town is? Who is the captain of the Namibian Volleyball team? Who is the president of Namibian Volleyball Federation? What do they all have in common? Yes, they are leaders. Today we will learn how to serve the ball in Volleyball but we will also learn about leadership.'

4. Conduct the Warm-Up Activity

The Coach then wraps up the team circle and conducts the warm-up activity with the Players. The warm up activity must not be too strenuous, the main purpose is to get the muscles warmed up and to get the blood flowing.

B. MAIN PART

5. Reinforce the Personal Development/Life Skill and/or Healthy Lifestyle topic.

When the warm up activity is concluded, the Coach may bring the Players together again in a team circle. The Coach could reflect on the warm up activity briefly and make a link with the Sport4Development outcomes. The Coach then organises the group to conduct the main part.

6. Conduct the main Coaching session focused on a Volleyball skill

The Coach organises and delivers the main Coaching session focused on a particular skill. The session includes progressions that develop the skill in the game situation. During the session the Coach actively tries to create opportunities to practice and show the Sport4Development outcome.

C. CONCLUSION

7. Small Sided Game or Activity

To end off the session the Coach sets up a small sided game or a fun activity focused on the sport skill and the Sport4Development outcomes.

8. Cool down

This activity may be followed by some cool down activities.

9. Closing Team Circle

The sessions finish with the closing team circle. The Coach leads a connected conversation. This is an opportunity for the Coach to review the session with the Players. The Coach encourages the Players to reflect and discuss their performance during the training session. In the closing team circle, Players should preferably sit since they may be tired. This is also the final opportunity for the Coach to make an intentional connection between the sport skill outcomes and the Sport4Development outcomes. The Coach must also emphasize how the personal development or Healthy Lifestyle topics could apply in their daily lives.

Remember

- Don't **TELL** them.
- **ASK** the Players,
- Don't lecture
- Involve the Players

The closing team circle can finish with a motivational chant similar to that used in the opening team circle.



In preparing your session you need to ask:

- When and where will your session take place?
- What is the size of group and what age, phase and stage of development are the Players?
- What equipment and materials do you need?
- What variations can you have to make the exercise more challenging?
- How will you organise the session to ensure all Players have as many contacts with the ball as possible?
- How will you organise the session to create a sense of achievement for all Players?
- How will you organise the session to avoid long breaks or waiting times?

Problems often happen with sessions when:

- The Coach does not have a clear focus and objectives for the session
- The Coach fails to involve all the Players
- The Coach fails to keep the attention of the Players

Player motivation often drops when:

- The group is too big
- There is restricted available space
- There is limited equipment
- The Coach lacks the ability to handle groups of mixed ability with confidence
- The Coach talks too much
- The Players have too little contact with the ball - in Volleyball it is advisable to strive for as many practice balls as possible
- The activities are too easy
- There are long waiting times between activities

4



VOLLEYBALL SKILLS DEVELOPMENT

Volleyball skills are best developed by progressing from a closed situation where the Player practices the skill in a simple setting with no external influences to being able to practice the skills in a match situation.

EXAMPLE

In learning to do an overarm pass, Players first pass the ball to themselves before introducing fellow Players and opponents.



The sample sessions in this manual will include a few basic Volleyball skills such as

- Setting
- Overhead Pass
- Underhand pass
- Serving
- Serve reception
- Digging
- Blocking
- Spiking

The sessions will also include some tactical awareness. The Coach should plan progression into their programmes so that over several weeks we see a development of the skills level of each of the Players.

Another important principle is that of **differentiation**. Not all Players start with the same skill level and different Players' progress at different rates. This means that when organising Volleyball skills training during a session that although all Players will work on the same skill i.e. blocking, they could work at different stages in the progression of the skill.

When planning sessions the Coach will consider not just the age of the Players, but also their individual skill levels and will choose activities that match the Player's stage of development.

 ADAPTING YOUR SESSIONS TO DIFFERENT AGE GROUPS

Coaches should know Players are at different stages of development depending on their age. They will perform different skills as they grow older. The Sport4Development approach requires that activities are adapted to suit the individual Players. The Coach must ensure that the sports activities and the Sport4Development activities are age appropriate.

The chart below (page 32) will provide guidelines.



DEVELOPMENT OF A PLAYER

1 DEVELOPMENT PHASES

Playful phase
Up to age 9

- Learning from role models
- example: 1. frontcourt
- later on transfer to self-orientation
- Joy in playing
- Spontaneous and diverse

First real date age of learning
Up to age 9-10
11-12

- Joyful and spontaneous
- Ability to present the own wish
- Gender differences between boys and girls
- Great sense of humor and fun (up to age 11)
- Awareness recognition of rules

Puberty: Insecurity and searching
Up to age 13-14
15-16

- Gender differences
- Search for recognition
- Gender communication and learning skills
- Self-knowledge
- More pronounced bodily activity and aggression
- Model role play/positive feedback focused on gender group
- Inhibition to use level of anger and alcohol
- Ability: strong friendship bonds
- Risk of over-reaction upon

Consolidation phase
Up to age 16+

- Sexual activity
- Professional competition
- Higher education
- Entering working life
- Better communication skills
- Search for independence

2 TEACHING OBJECTIVES

PHYSICAL AND SPORTING

- High level of expectation, joy and motivation
- Physical capacity and endurance level
- Ability to find
- Ability to play
- Focus on own role in team with no tactical vision

PSYCHOLOGICAL PHASE: Crisis of egocentrism

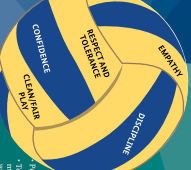
- Ability to work with role models and
- Ability to find
- Ability to play
- Ability to play
- Ability to play
- Ability to play

PSYCHOLOGICAL PHASE: Self-rotation phase

- Ability to work with role models and
- Ability to find
- Ability to play
- Ability to play
- Ability to play
- Ability to play

PSYCHOLOGICAL PHASE: 'Transition away from egocentrism'

- Ability to work with role models and
- Ability to find
- Ability to play
- Ability to play
- Ability to play
- Ability to play



SOCIAL SKILLS

- Ability to work with role models and
- Ability to find
- Ability to play
- Ability to play
- Ability to play
- Ability to play

SPORTING SKILLS

- Ability to work with role models and
- Ability to find
- Ability to play
- Ability to play
- Ability to play
- Ability to play

PHYSICAL CONDITION

- Endurance
- Speed
- Coordination
- Motivation

DURATION/FREQUENCY OF TRAINING

- 60 mins 1-2 sessions per week
- 70 mins 2 sessions per week
- 80 mins 2-3 sessions per week
- 90 mins 3 sessions per week

PRINCIPLES

- Coach to serve
- Practice in small groups and in pairs
- Small size - small pitch
- Small groups, answer goal area
- Boys and girls play together
- Coaching role: set the game
- Observe and respect children's emotions

METHOD

- Have individual concentration exercises and group practice focused on 1-2 key points
- Coach encourages children to express emotions
- Coach encourages children to express emotions
- Coach encourages children to express emotions
- Coach encourages children to express emotions

PRINCIPLES

- Coach to serve and role model
- Practice in small groups and in pairs
- Small size - small pitch
- Small groups, answer goal area
- Boys and girls play together
- Coaching role: set the game
- Observe and respect children's emotions

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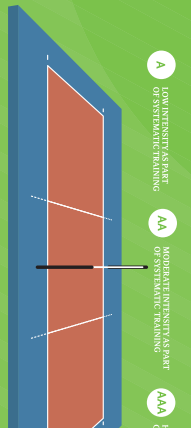
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The Sport4Development outcomes are divided into two main parts. In the first section we focus on **Personal Development and Life Skills**. In the second section we focus on **Healthy Lifestyle themes**. Coaches do not have to include all the elements, i.e. sports skills, personal development or Life Skills and Healthy Lifestyle topics into the sessions. Do not take the focus away from a quality Coaching session. As you and the Players gain experience and become comfortable with the approach, you will develop a good understanding how much developmental outcomes you can include without boring the Players. Sometimes there will be a natural link between a personal skill and Healthy Lifestyle topic. Example: Communication is a cross cutting skill applicable to many Healthy Lifestyle topics e.g. HIV/Aids, relationships, sex and gender.

The best way to integrate the developmental outcomes into the session is to give the Players opportunities to show and practice the outcomes alongside the sport skill. E.g. the sport skill is passing and the developmental outcome is verbal communication. Create exercises during the session where Players have to communicate with each other to achieve a sporting goal. Alternately create an exercise where they may not communicate verbally with each other. They can then reflect on the value of verbal and non-verbal communication.

There are many skills which young people need to cope with life. This manual only makes a selection of key personal development skills that will help the young people in the development process. It is important to refer to the Life Skills Curriculum of the school and to explore other sources for more possible topics. The Coach needs to steadily revise the local needs and keep up-to date on required topics.



TOPIC RECEIVING THE SERVE

Key Messages/Discussion points

1. Young sports people must plan to be successful in sport and in life.
2. They come to the Volleyball court ready and willing to perform to the best of their ability.
3. They come committed and ready to support their team.
4. They come on time. Punctuality is often a problem amongst young people. The Coach should constantly remind Players that coming late is a terrible habit and results from poor preparation and planning.


TIPS – How to integrate?

- Compliment all Players who come on time, dressed properly.
- Have a competition, award points for punctuality and readiness. E.g. 3 points 30 minutes before the time, 2 points–15 minutes. 1 point 5 minutes or less. Players lose points for coming late.
- Discuss the reasons Players are late in the opening or closing circle. Ask the Players to reflect what they think the consequences of late coming would be in real life. E.g. late for a job interview, late for class at university.
- Create opportunities for Players to do drills without planning, then with planning. Reflect if planning improved their performance.

PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn about being ready on the Volleyball court and in life
- Players learn that getting ready is a skill that can be practiced

Volleyball OUTCOMES

- Players learn the ready position
- Learn/improve basic passing and setting skills
- Learn/improve movement towards the ball
- Understand the relationship between a good pass and an effective attack

OPENING TEAM CIRCLE


Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

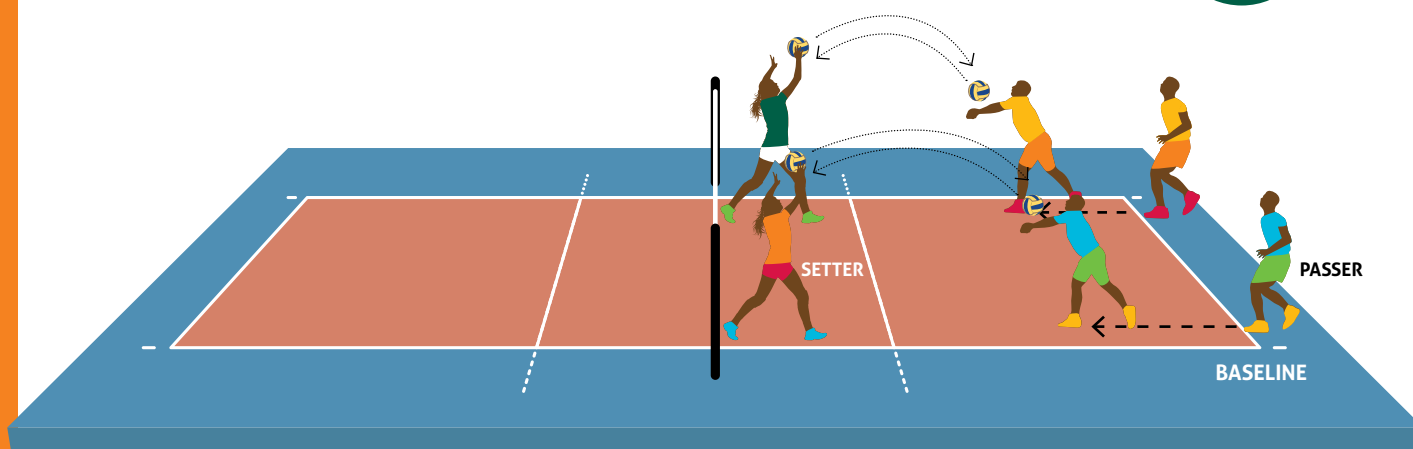
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the outcomes for the session.



WARM UP

RECEIVING THE SERVE



One ball per pair of Players

EQUIPMENT

1. Set up a normal 9m x 18 m Volleyball court.
2. Divide participants into pairs. If few balls, increase the size of the groups.
3. One Player from each pair stands at the net(s), one Player on the baseline.

SET UP

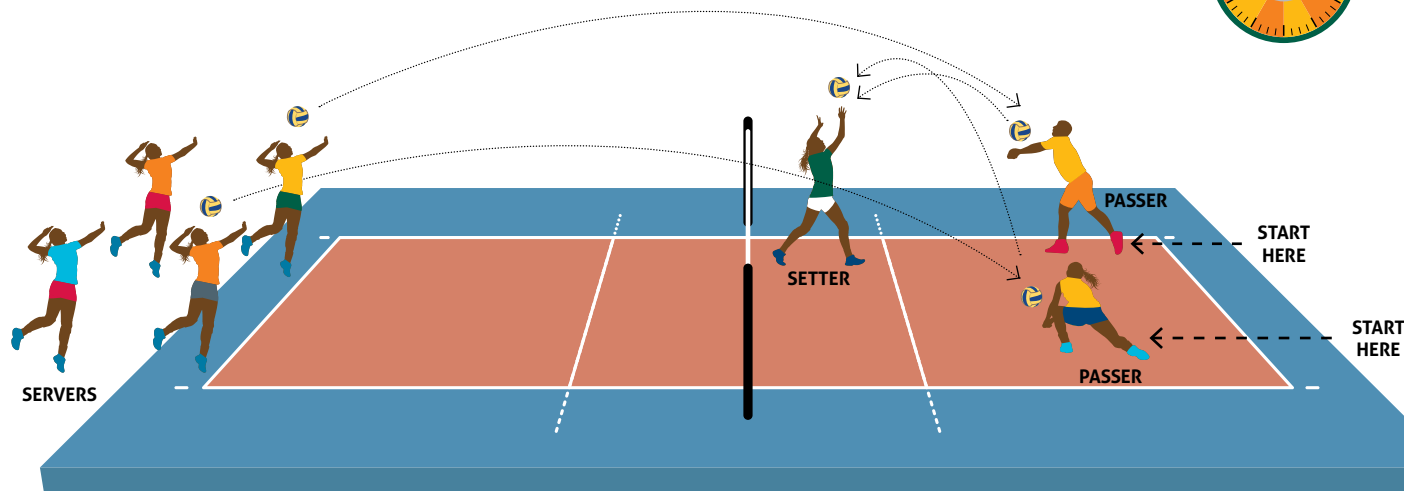
1. The Player at the net (Setter) uses an overhead pass (volley) to pass the ball over the net to a spot approximately 2-3m in front of the Player on the baseline.
2. The Player on the baseline (Passer) has to:
 - » Stand with feet approximately shoulder-width apart, keep head up and eyes on the ball and touch the ground with both hands before moving into ready position.
 - » Call the ball (e.g. 'mine', 'yes', 'and my ball') before/while moving.
 - » Move to the ball.
 - » Get into position.
 - » Use a bump pass (dig) and try to place the ball perfectly on top of his/her partner's head.
3. The Passer then back peddles to the baseline and gets ready to receive the next ball.
4. The drill is continuous for a minute, with Players switching roles and positions every minute.

ACTIVITY

TIPS FOR THE COACH

- Depending on the skill levels of the Players, the Coach can emphasise various technical components of the ready position, such as:
 - » Feet more or less shoulder -width apart.
 - » Toes on target, i.e. facing the Setter.
 - » Knees soft, i.e. slightly bent.
- Emphasise the importance of getting ready every time.
- Make sure Players understand the link between getting ready, and the technique of passing the ball, and how they naturally fit together.
 - » Receiving the ball, by dropping slightly as the ball contacts the arm.
 - » Directing the ball forward by straightening the legs and moving the whole body 'through' the ball.
 - » Minimal arm swing, just a nudge through slight rotation of straight arms at the shoulder.



MAIN PART RECEIVING THE SERVE

One ball per 4 or 5 Players

EQUIPMENT

1. The back court (behind the 3m attack line) is divided into two, left and right. **SET UP**
2. One Player (Passer) in each half.
3. One Player (Setter) at the net in position between 2 and 3, approximately 0.5m off the net.
4. The rest of the team (Servers) behind the baseline (or attack line) on the other side of the net, with balls, in two lines, one behind the other, and in line with the passer on the opposite side.

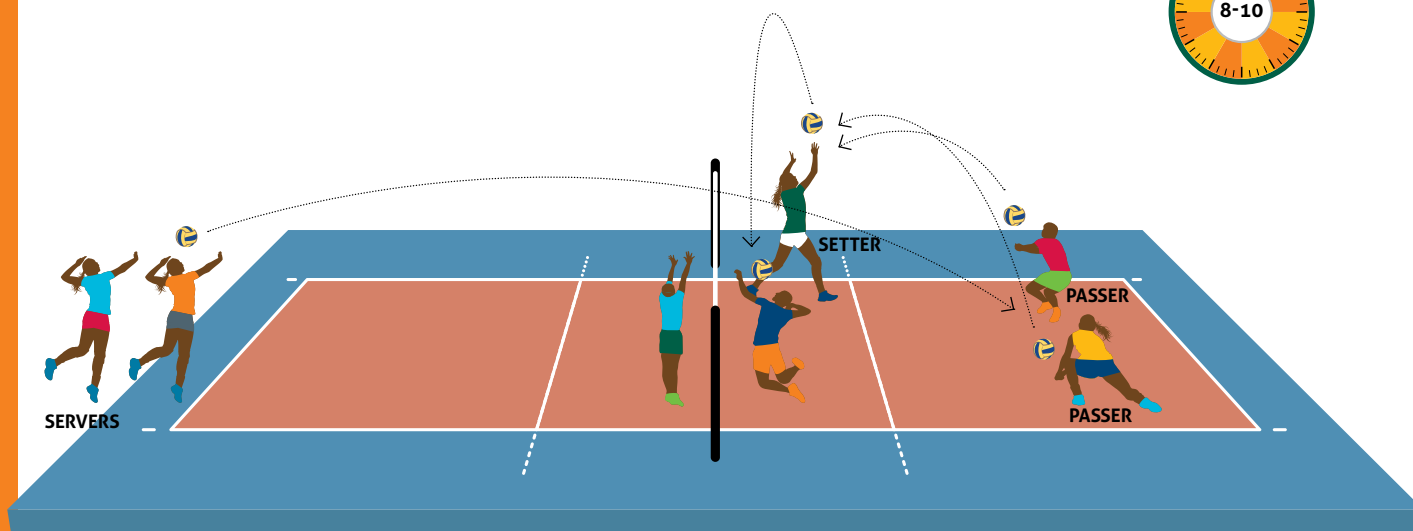
1. The passer is in a ready position 2-3m into the court, i.e. from the baseline: **ACTIVITY**
 - » Feet shoulder- width apart
 - » Weight on the balls of their feet
 - » Body bent slightly at the waist
 - » Arms out, hanging down and slightly in front of the body
 - » Palms facing forward towards the Server
 - » Body in continuous motion by gently shifting weight from one foot to the other
2. The Servers take turns to serve, two at a time, straight down the line at their corresponding passer.
3. The Passer:
 - » Calls the ball (e.g. 'mine', 'yes', 'my ball') before/while moving
 - » Moves to the ball
 - » Gets into the ready position
 - » Uses a bump pass (dig) and try to place the ball perfectly on top of his/her partner's head.
4. The Setter catches the ball and rolls it under the net to the Servers
5. The Passer has to quickly get ready to receive the next serve.
6. Each Player passes 10 balls, and then rotates to serve and two new Passers take their turn.

PROGRESSION

- The service can be executed from just behind the attack line to make the delivery of the serve more consistent. Alternatively, the ball can be tossed across the net.
- Serve cross-court only
- Add a quality criterion to the pass, i.e. a good pass is one where the Setter has to take no more than one step in any direction to receive the ball on top of his head.
- Add a performance target, e.g. 10 good passes, before the Player rotates out
- Add a consistent performance target, e.g. 5 good passes in succession, else start over.

TIPS FOR THE COACH

- The ready position is soft and relaxed, no tension. Emphasis being ready all the time.
- The pass is soft and relaxed, no tension.
- Eyes are on the ball all the time.
- Check that Passer's feet are on target and, in passing, he is moving his body through the ball.

CONCLUSION RECEIVING THE SERVE

Balls and Volleyball court

EQUIPMENT

1. Two teams
 - » Team A, with a minimum of 4 Players.
 - » Two x Passers, one x Setter, one x Spiker in position 4
 - » If up to 6 Players are available, additional Players are Spikers in position 3 and 2
2. Team B
 - » Two x Blockers, the rest are Servers
 - » If there are 6 Players in Team A, Team B must have 3 blockers
3. Teams play a first phase side-out game.

SET UP

1. The Passers in Team A are in ready position to receive serve.
2. A Server serves the ball anywhere into the opponent's court.
3. The Passers self-select by calling the ball, then moving to the ball, and passing it perfectly to the Setter.
4. The Setter sets the ball to the Spiker (if there is more than one Spiker, to any Spiker of choice)
5. The Spiker spikes the ball into the opponent's court.
6. The Blockers in Team B put up a double block (two blockers blocking) in position 2 or a single block in position 3, trying to prevent the ball from crossing the net into their court. If there are 3 attackers, a double block is executed in position 4.
7. A point is scored for Team A when the ball crosses the net, beats the block and is in the court.
8. A point is deducted from Team A, when the ball does not clear the net, is blocked by the blockers, or is hit out.
9. The aim is to get to 11 points.

ACTIVITY**PROGRESSION**

- The service can be executed from just behind the attack line to make the delivery of the serve more consistent, if required. Alternatively, the ball can be tossed across the net.
- Vary the serves from different positions on baseline
- Decide on the specific attack up front, e.g.:
 - Down the line • Cross court
 - Quick middle • Reverse set to 2
- Play a full-out game between two teams of 6 Players each.

TIPS FOR THE COACH

- Focus on getting ready for the pass and then executing the pass, as the starting point for an effective attack.
- Passers have to be in a ready position before the ball is served.
- Passers have to call the ball as early as possible.
- The Passer who calls first, makes the pass, regardless of who is closer.



CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Volleyball skills. Ask them to highlight a few key points about serve reception.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players to reflect on what happens in life, if they are not ready to receive whatever life serves them.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

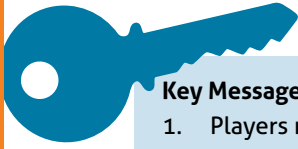
Step 3: The Coach FACILITATES a short discussion by asking them what they think they should do to get ready for life.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



TOPIC

PEPPER DRILL



Key Messages/Discussion points

1. Players must remain motivated, focused and disciplined to keep going even in difficult situations.
2. If a Player loses motivation or focus during the game, it will have negative consequences for the team.
3. Similarly in school and life young people must remain motivated and focused, in spite of the challenges they may face.



TIPS – How to integrate?

- Create opportunities for Players to distract each other. Reflect on how distractions impact their performance.
- Encourage active focusing skills.
- Create opportunities for Players to motivate each other.
- Get the Players to make up war cries, or a team chant, or a team song.

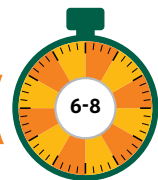
PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn to keep going, even when the going gets tough

Volleyball OUTCOMES

- Improve general conditioning
- Learn to execute Volleyball skills even when tired
- Control the ball with basic skills, under pressure

OPENING TEAM CIRCLE



Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

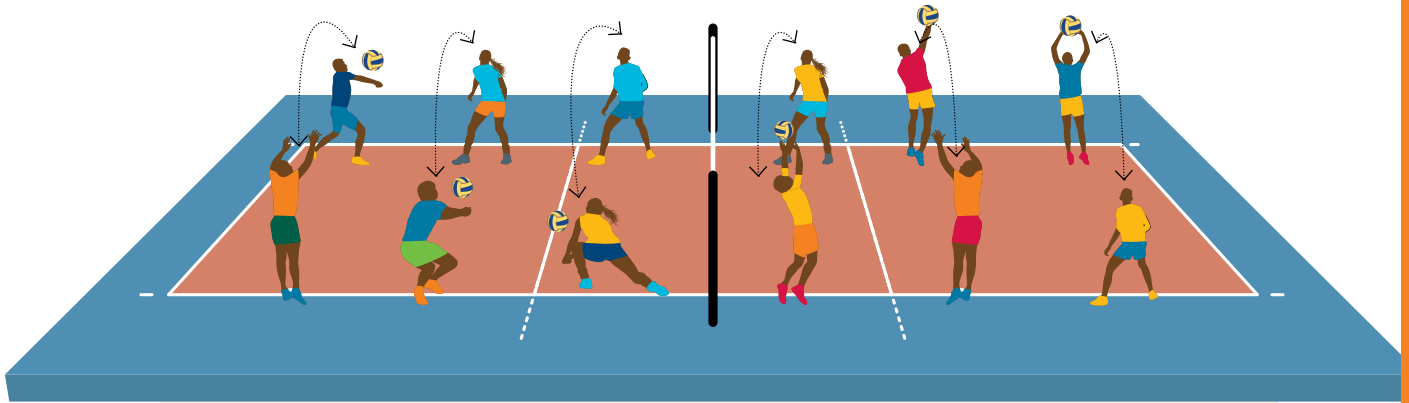
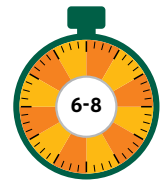
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the Personal Development/Life Skills outcomes and sport skills outcomes for the session.



WARM UP

PEPPER DRILL



One ball per pair of Players

EQUIPMENT

1. Set up a normal 9m x 18 m Volleyball court.
2. Divide participants into pairs. If few balls, increase the size of the groups.
3. Pairs of Players work across the court, i.e. from side to side, 1-2 metres from the side line, facing each other.

SET UP

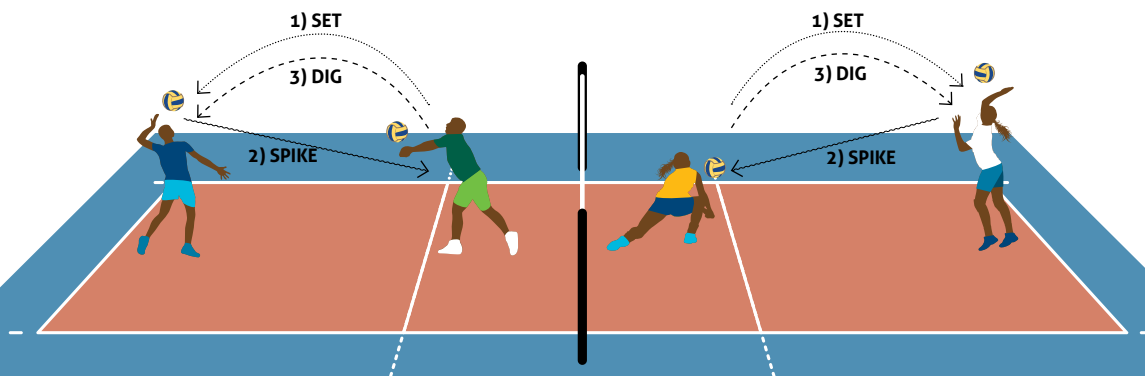
1. The Players bump pass the ball to each other for three minutes.
2. The Players volley (set) passes the ball to each other for three minutes.

ACTIVITY

TIPS FOR THE COACH

- Focus on accurate passes, i.e. each Player has to make their partner move as little as possible.
- Focus on keeping the ball alive, i.e. moving as much as is required to keep the ball alive
- It is both a physical warm-up, i.e. warming up the body, as much as it is a hands-eye coordination warm-up.
- Emphasise that each Player is his partner's keeper, so when his partner makes an error, he has to do whatever it takes to get back on track.



MAIN PART PEPPER DRILL

One ball per pair of Players

EQUIPMENT

1. Set up a normal 9m x 18 m Volleyball court.
2. Divide participants into pairs. If few balls, increase the size of the groups.
3. Pairs of Players work across the court, i.e. from side to side, 1-2 metres from the side line, facing each other.

SET UP

1. Any Player in each pair starts the activity by volley (set) passing the ball to his partner.
2. The partner hits the ball at the first Player, aiming it at the centre of his body, just below the waistline.
3. The first Player bump passes the ball to partner.
4. The partner then volley (set) passes the ball to the first Player.
5. The first Player hits the ball at the partner, aiming it at the centre of his body, just below the waistline.
6. The partner bumps the ball to the first Player.
7. The cycle starts again.
8. This lasts for 2 minutes.
9. Rest for 30 seconds
10. Everybody does extreme activity (e.g. burpees, mountain climbers, shuttle runs), full out for one minute.
11. Rest for 30 seconds.
12. Repeat the whole cycle 6 times.

ACTIVITY**PROGRESSION**

- First part of Pepper Drill is soft, controlled hitting.
- Second time - moderate, controlled hitting.
- Third time, as hard as the hitter is able to control, and the passer is able to pass under control.

TIPS FOR THE COACH

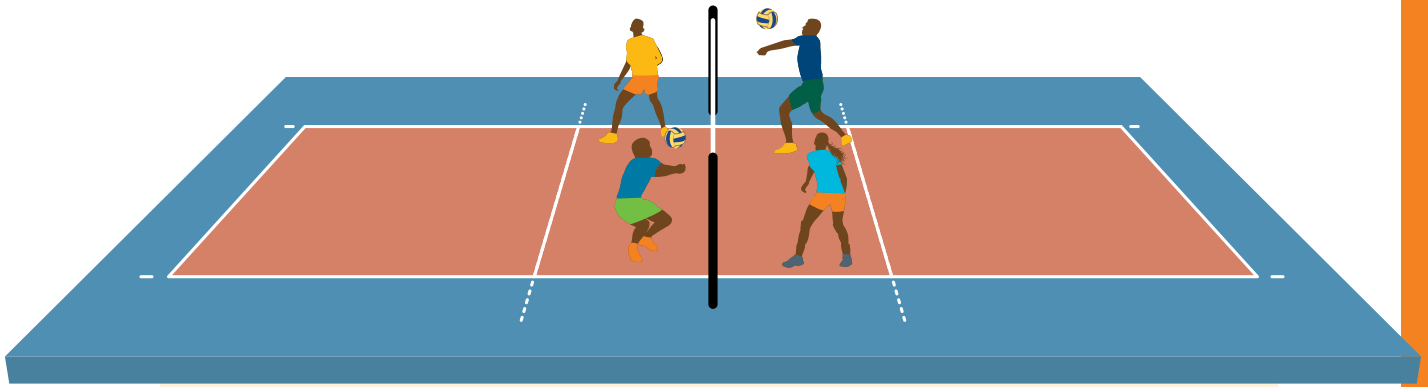
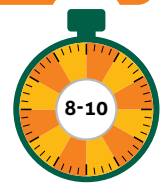
- The most important element is control.
- Control is shown through accuracy of set, volley and hit.
- Mastery is being able to keep the ball alive and the drill flowing for the whole 3 minutes.
- Emphasis that this is a pair's drill, so they should encourage their partners in the pepper drill.





CONCLUSION

PEPPER DRILL



Balls and Volleyball court

EQUIPMENT

1. Teams of 2 Players each.
2. Utilising only the net and the attack zone (3m zone) one both sides.
3. Teams play a continuous dig-set-spike game.

SET UP

1. The ball is served under arm from behind the attack line.
2. The receiving team has to dig the first ball, set the second and direct a controlled, soft hit into the opponent's attack zone.
3. The serving team defends with a dig, set and controlled soft hit across the net into the opponent's attack zone.
4. The aim is to keep the ball alive for as long as possible.
5. The team that makes the first mistake, i.e. hits out of the attack zone, or into the net, or cannot return the ball to their opponents' court, leaves the court, for a new pair to come on and challenge the winners.

ACTIVITY

- Enforce the dig-set-spike sequence, i.e. rule a failure to maintain the sequence a fault, which means losing the point.
- If there are fewer Players (and teams) make the game slightly longer, e.g. first team to get 3.

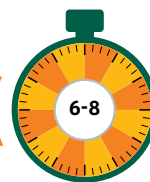
PROGRESSION

TIPS FOR THE COACH

- Focus on control.
- Players have to learn to 'read the ball', from both opponents' side as well as from their partner.
- Players have to communicate to define their roles every time the ball crosses the net.
- Emphasise the discipline required of playing a controlled game, and their dependence on each other for continuous motivation.



CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

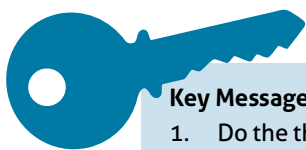
- The session outcomes. Ask the Players to relate what they learnt about the Volleyball skills. Ask them to highlight a few key points about serve reception.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players to reflect on what happens in life, when they are not focussed on the task at hand.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES a short discussion by asking them what they think they should do to improve their motivation, focus and self-discipline in life.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



**Key Messages/Discussion points**

1. Do the things in your life that must be done in spite of the challenges you may face e.g. exercise regularly, do your homework. Don't delay.
2. Understand your strengths, weaknesses and capabilities.
3. Take action to overcome your weaknesses.
4. Performing within your capabilities but also take risks occasionally.
5. In life too, Players must be encouraged to exercise self-discipline. They must avoid bad influences and learn when to say 'yes' and when to say 'no'.

**TIPS – How to integrate?**

- Ask the Players to reflect on their own and each other's strengths and weaknesses in the Volleyball skill. E.g. who are the better servers, or setters?
- In the opening or closing circle ask them to reflect on their personal strengths and weaknesses.

EXAMPLE I am good at communicating, drawing, etc. I must improve my listening skills, etc.

- Let the Players reflect how they can support each other and complement each other's strengths and weaknesses, both on and off the Volleyball court.

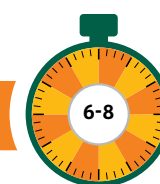
PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn that they also need to take responsibility for their own development

Volleyball OUTCOMES

- Improved passing control and accuracy
- Improved setting control and accuracy

OPENING TEAM CIRCLE



Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

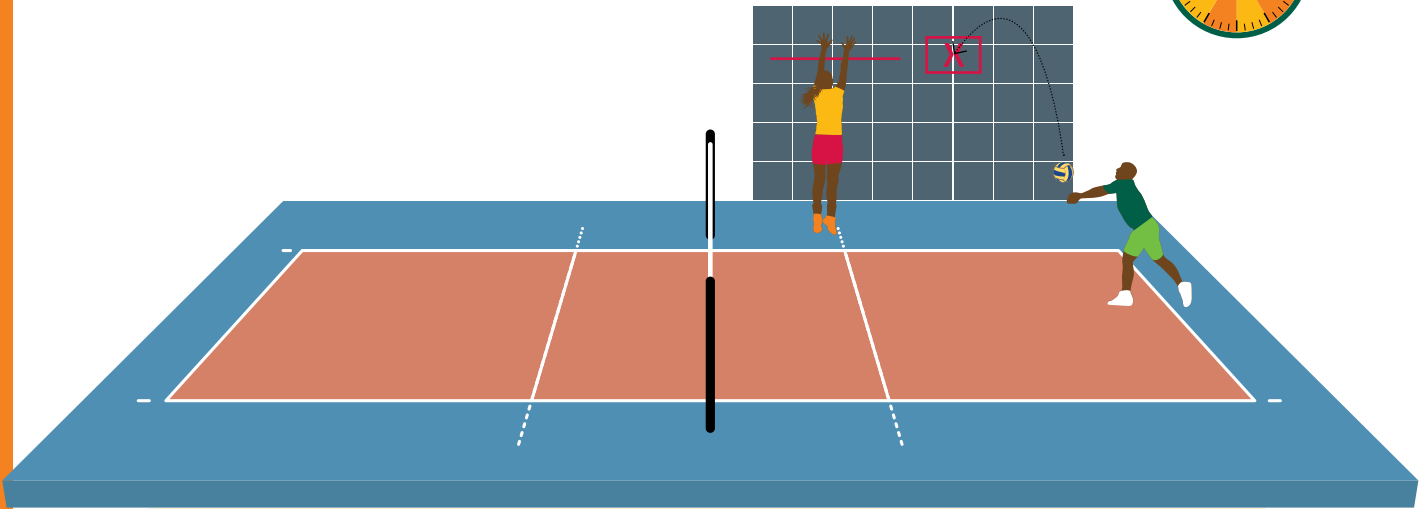
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS that the drills learnt in this session can also be practice at home, in their own time.



WARM UP

WALL PASSING



One ball per Player
(If there are not enough balls for each Player to have their own, they take turns of two minutes each.)

EQUIPMENT

1. A wall that is high enough—over 3m.
2. Chalk to mark a spot on the wall. If that is not available or desirable, Players will be required to mentally mark a spot on the wall.

SET UP

1. The Player tosses the ball straight up in front of her and then tries to bump pass the ball onto the spot (physical or imaginary) on the wall.
2. Catch the ball, and repeat.
3. If the Players are sharing, the Player without the ball has to practice blocking against the wall, i.e. stand facing the wall, jump up and touch a spot higher than the net, and coming down ready to jump again.

ACTIVITY

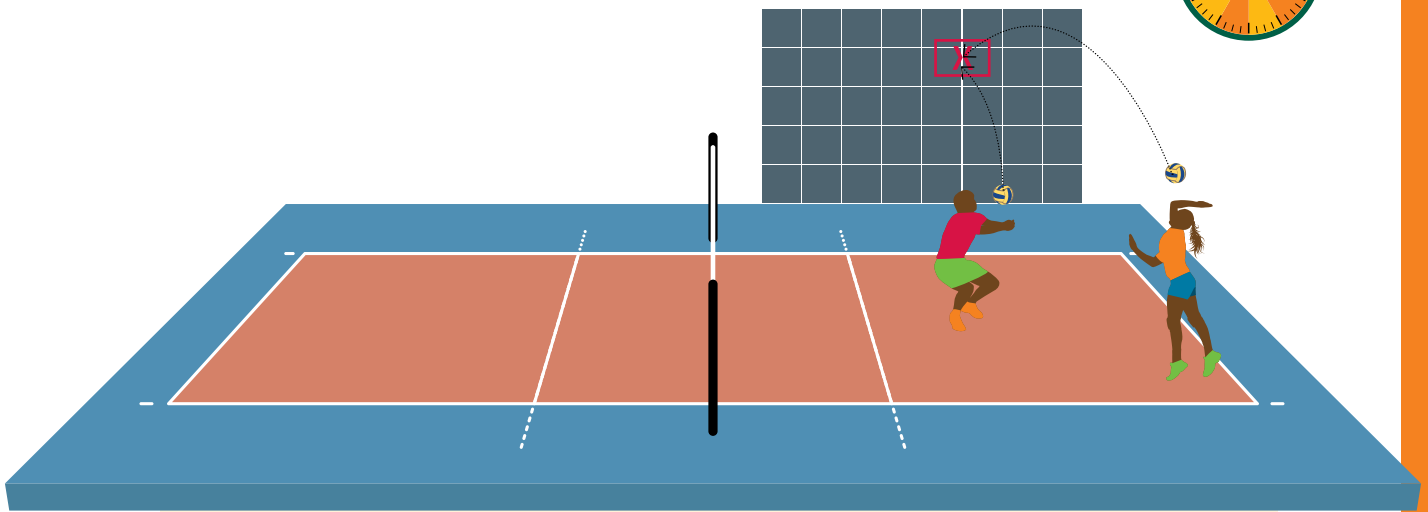
TIPS FOR THE COACH

- Focus is on accuracy and control of the bump pass.
- The goal is for the ball to travel the same trajectory and hit the spot every time.
- The blocker has to ensure that she only touches the wall at the target spot and not anywhere else.



MAIN PART

WALL PASSING



One ball per Player

EQUIPMENT

1. A wall that is high enough—over 3m.
2. Chalk to mark a spot on the wall. If that is not available or desirable, Players will be required to mentally mark a spot on the wall.

SET UP

1. The Player stands at a distance (4-5m) from the wall.
2. She tosses the ball into the air and serves the ball to a spot on the wall that is higher than the net would be.
3. When the ball rebounds from the net, she moves into position to pass the ball to an imaginary spot on the wall.
4. When the ball rebounds, she catches the ball and starts again.

ACTIVITY

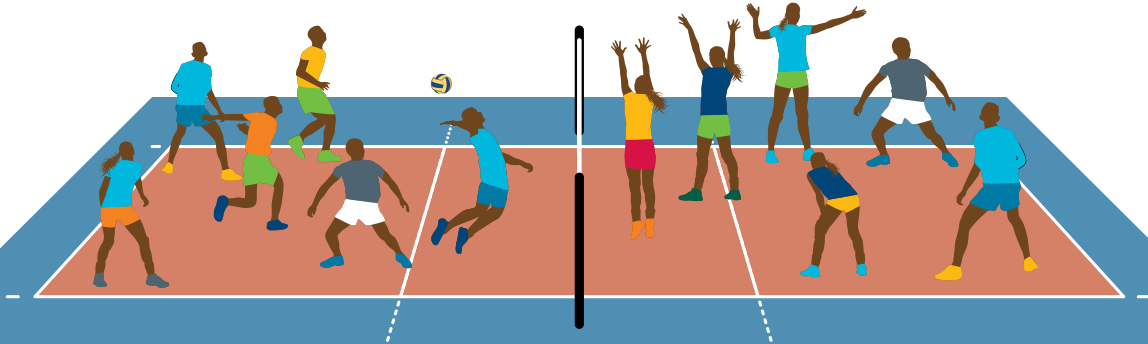
- Instead of passing the ball to a spot on the wall, the Player digs the ball and then hits the ball (with or without a jump) to the spot on the wall and repeats until failure.
- Serve the ball at an angle to the wall, thus forcing the Player to move sideways to pass the ball.
- Pass continuously, at an angle until failure – count the number of successful passes executed.
- Players work in pairs. When one Player hits, the other Player passes to herself, and then hits.

PROGRESSION

TIPS FOR THE COACH

- Most important element is fun, because Players must want to do this in their spare time.
- Creativity is a second important element. Players should be encouraged to improvise.
- Vary the distance from the wall to increase level of difficulty.
- This can be turned into a game of squash or handball, with 2-4 Players at a time.
- Emphasis that this is something that a Player can do at home.
- Give 'homework' – the Player has to walk around with a ball for a day and bounce it off every wall they encounter (without getting into trouble).



CONCLUSION**WALL PASSING**

One ball and Volleyball court

EQUIPMENT

1. Full court with net.
2. Normal 6-a-side teams.
3. If there are not enough Players, work with even teams (as far as possible) on either side
4. If there are too many Players, instead of rotating from position 5 to position 4 rotate out so a Player from the bench comes in at position 4.

SET UP

1. The teams play a short game to 7 points.
2. Everybody does 3m shuttle runs (or line touches, mountain climbers, burpees—exercises to get them into oxygen debt) for a minute, then they play again immediately.
3. Repeat until the training session is finished.

ACTIVITY**PROGRESSION**

- Shorten the game to 5 or even 3 points, thereby increasing the number and frequency of exercises to get them into oxygen debt. Depends on the general fitness (and skill level) of the Players.

TIPS FOR THE COACH

- Focus on scoring points quickly.
- Focus on performing under oxygen debt (self-discipline).
- The main point is to get them performing under oxygen debt and on them pushing themselves to, and beyond their perceived limits.



CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to identify one positive thing in the training session as a take-home.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Have a discussion about taking responsibility for their development, in Volleyball and in life.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES them to practice at home, in their own time.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.




TOPIC TEAM SELF-ASSESSMENT
**Key Messages/Discussion points**

1. Set realistic goals in life and in sport.
2. Distinguish between short term, medium term and long term goals.
3. Understand the importance of setting SMART goals.
4. Understand that you must take SMART actions if you want to achieve your goals.
 - If you want to become a good Volleyball Player, then you must attend training and practice regularly.
 - If you want to get a good pass mark, then you must study and do your homework and assignments.

S-Specific

M-Measurable

A-Achievable

R-Realistic

T-Time bound

**TIPS – How to integrate?**

- Create opportunities for the Players to set and achieve SMART goals. Example, get the maximum number of points by throwing balls into hoops in a set time, involving all in the group.
- In the opening and closing circles, get Players to share personal goals with the group and reflect on these goals as the season progresses.


PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn about short and long term goal setting


Volleyball OUTCOMES

- Benchmark current skill and fitness levels
- Set targets to work towards for individuals and teams

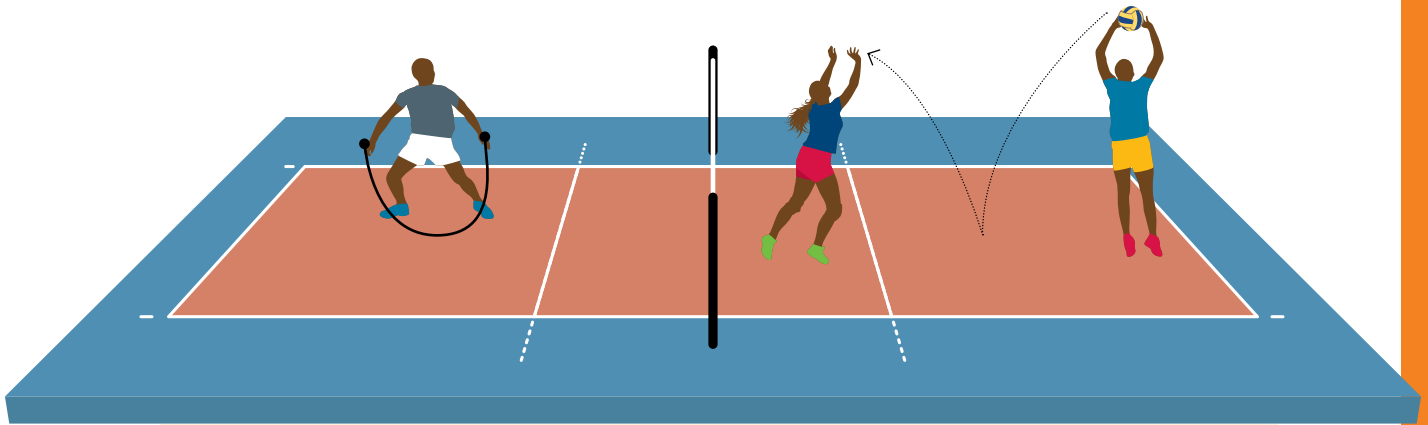
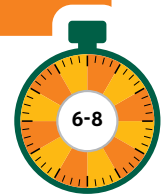

OPENING TEAM CIRCLE


Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

Step 2: The Players SHARE their vision of what the team can achieve in that season.

Step 3: The Coach EXPLAINS that the session is the start of a journey of achievement for the team and the Players.



WARM UP TEAM SELF-ASSESSMENT

One ball per pair of Players



One skipping rope per Player

EQUIPMENT

1. Standard Volleyball court and net.

SET UP

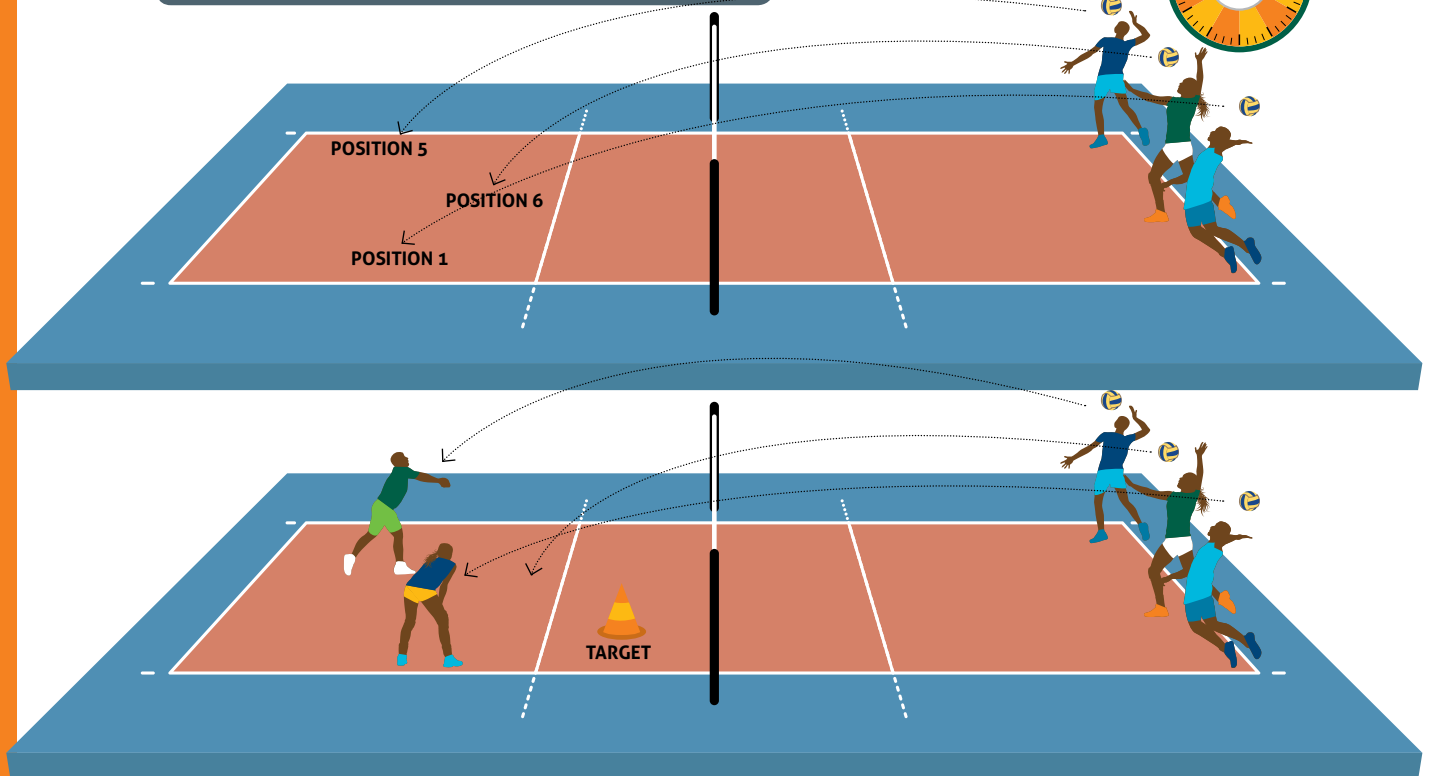
1. The Players do 6 sets of 30 seconds each.
2. Sets 1, 3 and 5 are skipping sets.
3. In set 2, the Players stand 8-9m apart and bounce the ball to each other, by lifting the ball overhead with both hands, and driving it into the ground with the other. The partner catches the ball and does the same.
4. In set 4, the Players stand 5-6m apart and volley the ball to each other.
5. In set 6, the Players stand 5-6m apart and dig the ball to each other.
6. There are no breaks, they move directly from one activity to another.
7. At the end of the first cycle, they rest for 30 seconds and then repeat the cycle.

ACTIVITY**TIPS FOR THE COACH**

- Main purpose is to get the body and mind fully warmed up for what is to come.
- Coach has to remind the Players of the importance of warm-up to get their mind into the game.



MAIN PART TEAM SELF-ASSESSMENT



Lots of balls, preferably one ball per Player

Cone, to use as the target

EQUIPMENT

1. Standard Volleyball court and net.

SET UP

1. The Players stand behind the baseline, with a ball.
2. Their job is to serve 30 balls—ten to position 1, ten to position 5 and ten within a metre of the attack line into position 6.
3. Each Player keeps her own count and has to record the number of serves on target.
4. The achievement against the target is recorded by the Coach.
5. Thereafter, two passers at a time assume the ready position in the back court on both sides.
6. They agree on a target for the passes, which could be any object placed within 0.5m of the net, between positions 2 and 3.
7. The Players that are not passing have to serve the ball, making it as difficult or as easy as they like for the passers.
8. Each Player has to pass 20 balls and then rotates out and is replaced by one of the serving Players.
9. The team agrees before the time what the goal is, e.g. the pass has to land within 1m of the target on the same side of the net.
10. Each Player keeps his own count and the achievement against target is recorded by the Coach.
11. This continues until each Player has passed 20 balls and recorded their score.

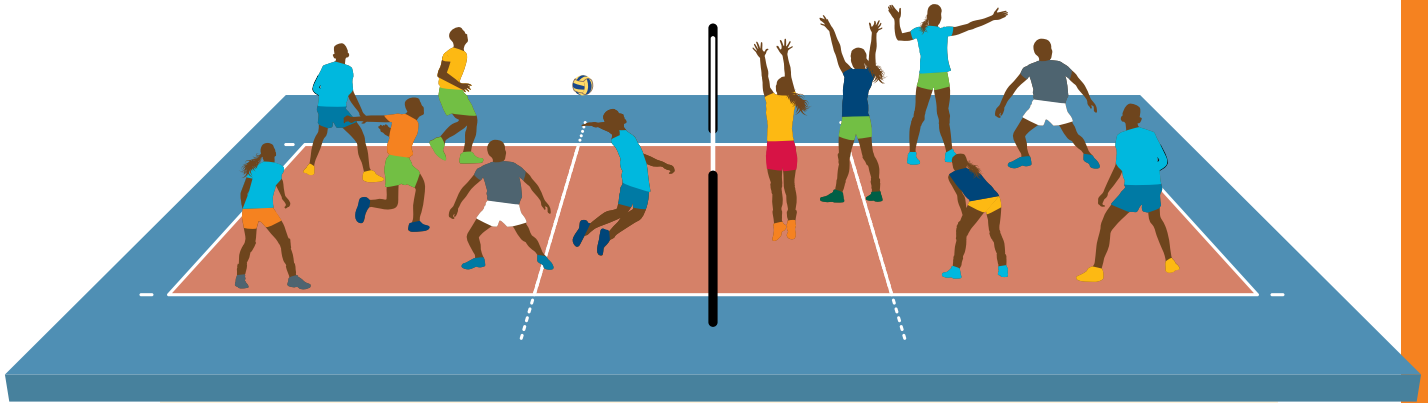
ACTIVITY

PROGRESSION

- Add an element of transition by adding a setter, who has to set the ball to the passer, thus training transition from defence into attack.
- Passers lie flat on their stomachs behind the serving line facing the server, and only get up to move into position when the ball is tossed into the air for the serve.

TIPS FOR THE COACH

- The purpose of this drill is to baseline the performance of each Player on some of the most critical basic skills, putting the ball into play, and defending a serve in order to initiate an attack.
- Passers have to call the ball every time. It should become engrained in them through practice.
- Have a quick review of their performance to target and emphasise continuous improvement for the next time.

CONCLUSION TEAM SELF-ASSESSMENT

One ball and Volleyball court

EQUIPMENT

1. Full court with net.
2. Normal 6-a-side teams.
3. If there are not enough Players, work with even teams (as far as possible) on either side.
4. If there are too many Players, instead of rotating from position 5 to position 4 rotate out so a Player from the bench comes in at position 4.

SET UP

1. The teams play a normal game to 25 points.
2. The teams play the best out of 3 sets.
3. The losing team has to take down the net.

ACTIVITY**PROGRESSION**

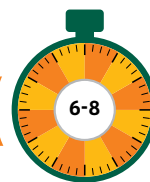
- To focus on serve, award negative points for service errors in addition to the opposing team winning a point.
- Force the Players to serve only to the target areas identified in the earlier drill. Serves not in those areas are treated as a service error and penalised, with the loss of a point.

TIPS FOR THE COACH

- Emphasise a good first ball as the basis for a successful attack.
- Search for weaknesses in the receiving team's passing rotation and serve there.
- It is important that each server is able to put the receiving team under pressure when they commence the point with a serve.
- Remind the Players that every serve and every play has an objective. No action is a mindless physical activity.



CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Share the scores on the skills drills with the Players and agree on the areas that could be improved. Set improvement targets that are realistic, are beyond the immediate performance of all the Players, and agree on a time in which to achieve them.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players where, in their lives outside of Volleyball, such setting of goals could help them.

Step 2: The Players SHARE their single, best moment in the training session and explain why.

Step 3: The Coach FACILITATES a discussion on the link between this training session and achieving their goals as a team.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



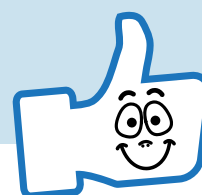
TOPIC PASSING FROM THE SIDE

Key Messages/Discussion points

1. Understand their situation and be able to make important decisions.
2. 'To observe' is about gathering information.

EXAMPLE Information about yourself, your teammates, your opponents.

3. 'To reflect' is about processing the information and understanding what options are available.
4. 'To decide'– chose the best option, make the best possible decision.
5. 'To act'– Implement your decision.
6. This method can also deal with everyday challenges they face.
7. Understand the importance of learning from mistakes and constantly improving the decision-making.


TIPS – How to integrate?

- Create opportunities for the Players to set and achieve SMART goals. Example, get the maximum number of points by throwing balls into hoops in a set time, involving all in the group.
- In the opening and closing circles, get Players to share personal goals with the group and reflect on these goals as the season progresses.

PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players recognise that all situations are not the same
- Players learn to make a judgment call, based on the circumstances
- Players take the appropriate action based on the circumstances

Volleyball OUTCOMES

- Players learn to pass the ball from the middle of the body
- Players learn to pass the ball from the side of the body

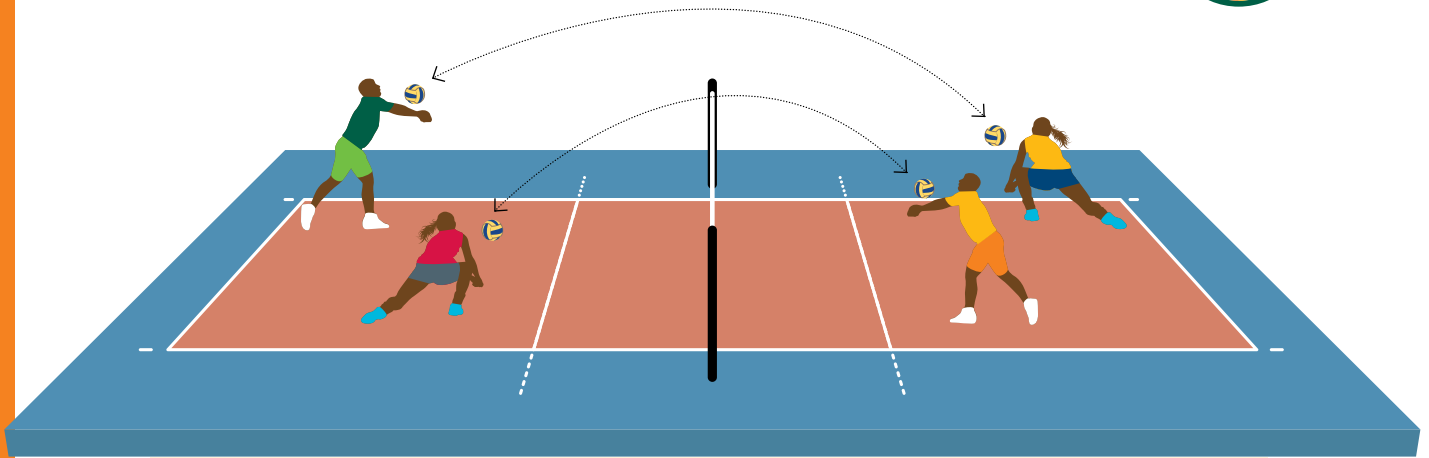
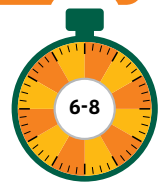
OPENING TEAM CIRCLE


Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the Personal Development/Life Skills outcomes and sport skills outcomes for the session.



WARM UP PASSING FROM THE SIDE

One ball per pair of Players

EQUIPMENT

1. Set up a normal 9m x 18 m Volleyball court.
2. Divide participants into pairs. If few balls, increase the size of the groups.

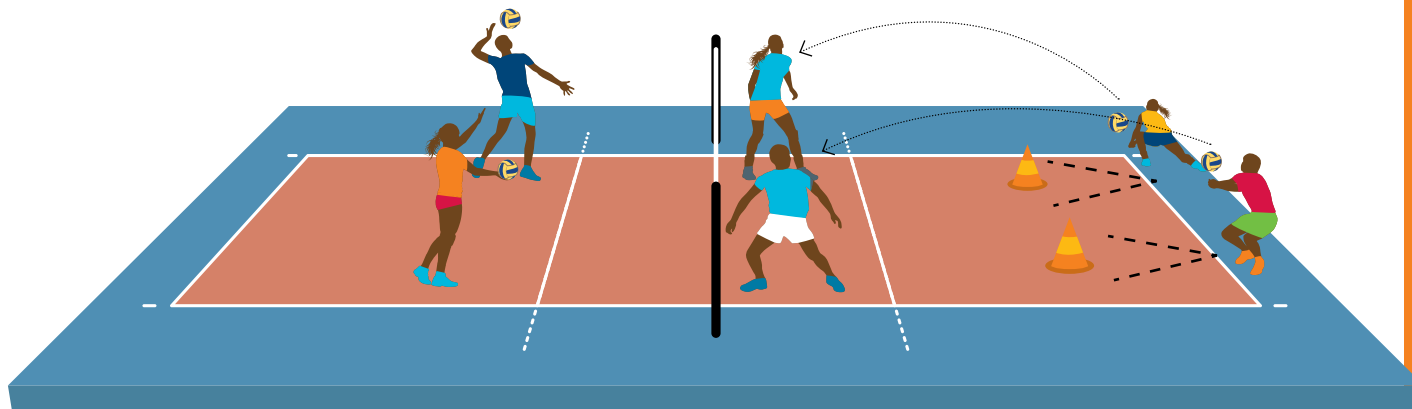
SET UP

1. The Players dig the ball to each other. For the first two minutes, any digs will do. **ACTIVITY**
2. After two minutes, the Players are instructed to ensure that they dig all balls in the middle of their bodies. In other words, they must shuffle to the ball, position their feet and pass the ball directly in front of them.
3. After another two minutes, Players are instructed to dig the ball at the side of their bodies. They must shuffle to (or away from) the ball such that, the ball has been played at a point to the left or right of their bodies.

TIPS FOR THE COACH

- When they dig the ball to each other, from directly in front of them, their feet (and therefore their whole body) must point towards the target. This allows them to play the ball in the middle of their bodies.
- Follow through is important.
- When they dig the ball at their side, the movement of the body through the ball should be directed at the target, and the arms are angled to direct the ball to the target.
- When they shuffle to the ball, their feet do not cross over, so they stay balanced.



MAIN PART PASSING FROM THE SIDE

Lots of balls

Cones for marking areas

EQUIPMENT

1. Two cones, placed halfway between the baseline and the attack line, on the same side of the net, each cone approximately 2.25m from the side line.
2. Two passers on the baseline.
3. Two servers on the opposite side of the net from the passers, behind the attack line (or the serving line).
4. Two people at the net, one in position 2 and one in position 3—they are the targets for the passers.

SET UP

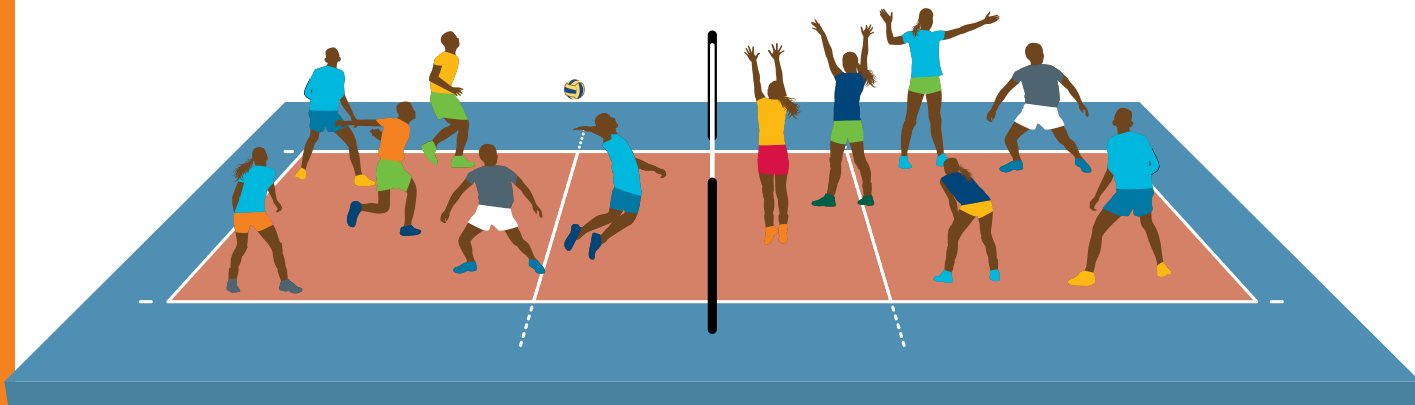
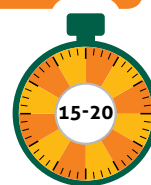
1. The Server starts the activity by serving either to the middle of the court, or to the side-line
2. If the ball is served to the right of the passer, he must shuffle to the ball and pass the ball from the mid-line of his body to the target.
3. If the served is to the left the passer, he must shuffle to the ball and pass the ball from the left side of his body to the target.
4. After each pass the passer shuffles back to baseline.
5. Each passer passes a set number of balls (e.g. 10) before rotating positions.

ACTIVITY

- The drill can be made easier by tossing the ball over the net, rather than serving it.
- The server does not have to serve the full length of the court. Can shorten the distance as this is a passing drill, not a service drill.
- Can also serve from the baseline, so Players get to practice serving and passing simultaneously.
- Increase difficulty by having Passers lie flat on their stomachs behind the serving line facing the server, and only get up to move into position when the ball is tossed into the air for the serve.

PROGRESSION**TIPS FOR THE COACH**

- The ready position is soft and relaxed, no tension.
- The pass is soft and relaxed, no tension
- Eyes are on the ball all the time
- When they dig the ball to each other, from directly in front of them, their feet (and therefore their whole body) must point towards the target. This allows them to play the ball in the middle of their bodies.
- Follow through is important.
- When they dig the ball at their side, the movement of the body through the ball should be directed at the target, and the arms are angled to direct the ball to the target.
- When they shuffle to the ball, their feet do not cross over, so they stay balanced.
- Emphasise that the key is observing, picking up cues from the toss of the ball, the movement of the body, and responding appropriately.

CONCLUSION PASSING FROM THE SIDE

One ball and Volleyball court

EQUIPMENT

1. Full court with net.
2. Normal 6-a-side teams.
3. If there are not enough Players, work with even teams (as far as possible) on either side
4. If there are too many Players, instead of rotating from position 5 to position 4 rotate out so a Player from the bench comes in at position 4.

SET UP

1. The teams play a normal game to 25 points.
2. The teams play the best out of 3 sets.
3. The losing team has to take down the net.

ACTIVITY**PROGRESSION**

- To focus on serve, award negative points for service errors in addition to the opposing team winning a point.
- Force the Players to serve only to the target areas identified in the earlier drill. Serves not in those areas are treated as a service error.

TIPS FOR THE COACH

- Emphasise a good first ball as the basis for a successful attack.
- With more advanced Players, it is good practice to have them pass in a more upright position on the side of their bodies, particularly from the front court, as it makes the transition to attack quicker.
- Emphasise that, before the serve, they should pick a spot which they deem to be weakly defended and make that the target. Observe, assess, act.



CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Volleyball skills. Ask them to highlight a few key points about passing from the side.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players to think of one situation outside of Volleyball, where they have to make a judgement call and act appropriately, e.g. crossing the road.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES a short discussion by asking them what they think they should do to improve the way they make judgement calls.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.




TOPIC OVERHAND PASS

60-90

Key Messages/Discussion points

1. Encourage Players to share their thoughts, opinions, needs and concerns.
2. They must not fear ridicule from the Coach or fellow Players.
3. They must assert themselves, make their voice known.
4. The importance of non-verbal communication e.g.
 - » Body language
 - » Eye contact
 - » Hand gestures (very important in Volleyball)
 - » Tone of your voice
 - » Know when to smile and laugh. Don't laugh when a serious topic is discussed.
 - » Nod to show interest or understanding.
 - » Do not interrupt fellow Players or the Coach while they are talking.
 - » NB these skills are particularly important when having connected conversations.
5. Develop active listening skills. Listening to instructions or advice from the captain, Coach or fellow Players.
6. Show empathy for others. Players may sometimes share personal stories. Players must be encouraged to show understanding and support for their fellow Players.
7. Respect the ideas of your fellow Players, by taking them seriously
8. Feedback – Giving and receiving feedback is an important communication skill.

**TIPS – How to integrate?**

- Create opportunities for Players to practice various forms of communication during the session. E.g. After you have explained an activity they must explain the activity in their groups.
- Let Players repeat your instructions back to you to check for listening skills.
- Reflect with the Players if any negative communication or conflict happens in the session.
- This may not come naturally at first but create as many opportunities as possible to hold hands, hug to show empathy, etc.


PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players practice communicating with each other verbally.
- Players give each other feedback.


Volleyball OUTCOMES

- Players become familiar with the ball.
- Players learn the correct technique for the overhand pass also known as the volley.


OPENING TEAM CIRCLE

6-8

Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

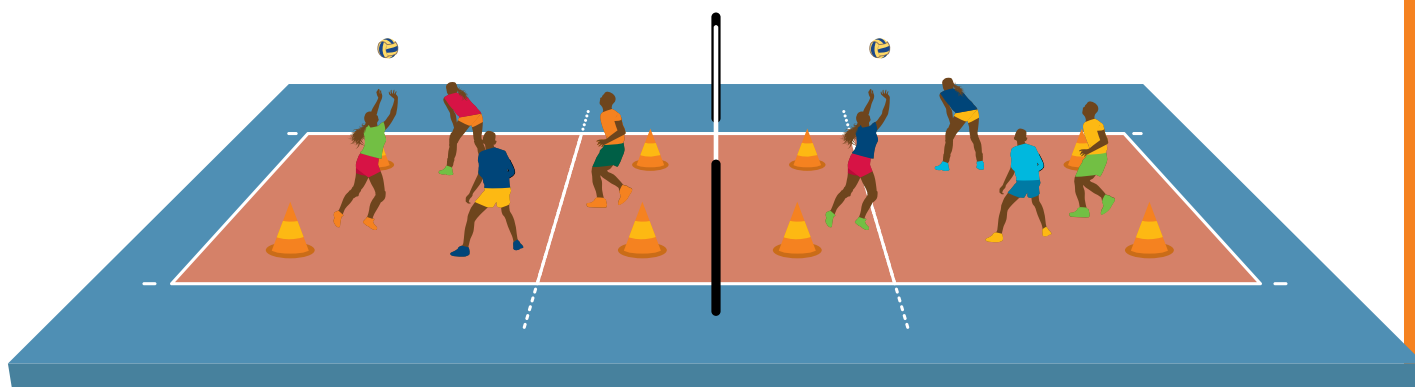
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the Personal Development/Life Skills outcomes and sport skills outcomes for the session.



WARM UP

OVERHAND PASS



One ball per group of 4 Players



Cones for marking areas

EQUIPMENT

1. Mark out areas of about 6m X 9m.
2. Divide participants in small groups of 4. If few balls, increase the size of the groups.
3. One Player goes into the centre of the group.

SET UP

1. Players take turns to throw the ball in the air and catch it. The Player repeats the throw and catch to themselves twice, on the second pass they call the name of another Player to be ready.
2. The 3rd time they throw the ball to the identified Player who catches the ball and repeats the exercise.
3. The remaining Players in the group skip around the edge of the marked out area.
4. The Players must give each other feedback and encouragement. Example: (Well done Jennifer! Bend your knees George!) Etc.

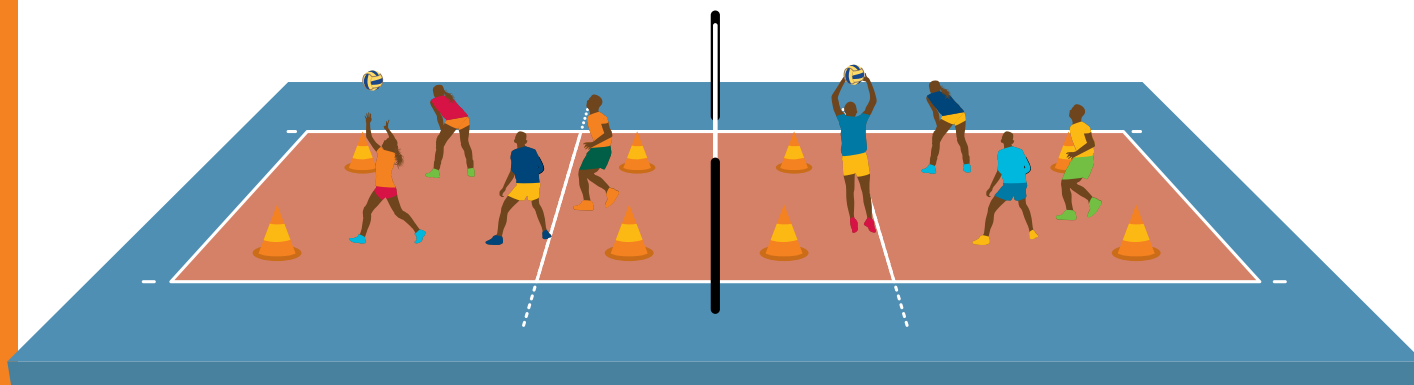
ACTIVITY

TIPS FOR THE COACH

- Players must not throw the ball too far from where they are.
- Check that they catch the ball with their knees slightly bent.
- At the end of the warm up, reflect briefly on the communication part of the exercise.
 - » Did the Player identify them in time?
 - » Did they feel encouraged?
 - » Was the feedback from their peers helpful?

MAIN PART

OVERHAND PASS



One ball per 4 or 5 Players



Cones for marking areas

EQUIPMENT

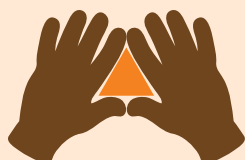
1. Same setup as per warm up. Mark out area 6m X 9m area with cones.
2. Divide Players into groups of 4 to 5.

SET UP

NB: Not less than 4 and not more than 5 at this stage. If too few Players the area is too large if too many the Players have less opportunity to handle the ball.

1. The Players must be shown the correct technique to do the overhand pass, also known as the volley.
2. Get them to open their fingers wide and make a triangle at eye level as in the diagram below.

ACTIVITY



3. Have them spread their elbows wide with their legs slightly apart in a crouched position.
4. Players must toss the ball with their fingertips not with the palm of their hands.
5. Continue the exercise as in the warm up, this time with the correct technique. (Still passing to themselves twice then to a fellow Player).
6. Encourage the Players to communicate with each other.

PROGRESSION

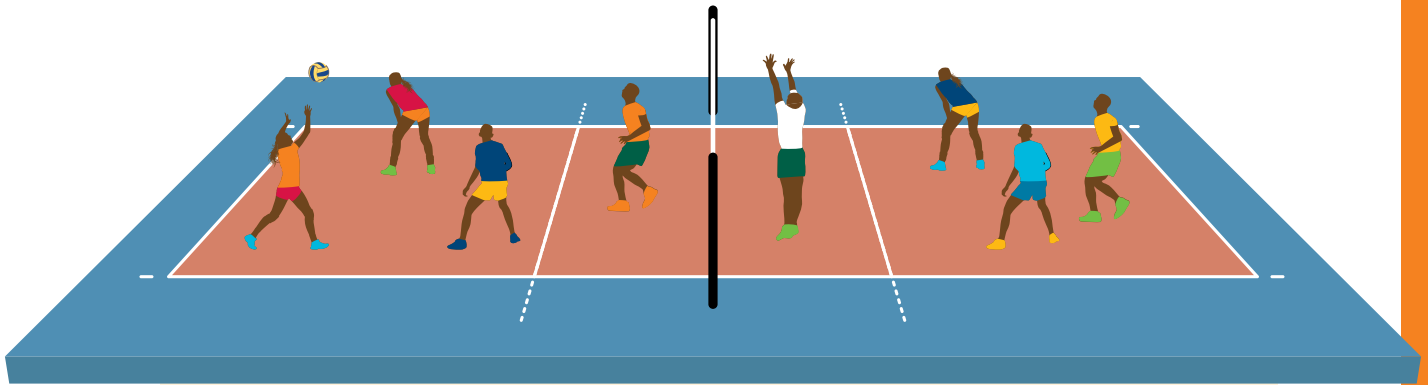
- Players must clap their hands before catching the ball, 1st once, then twice, then thrice.
- After enough practice the Players may not catch the ball after a pass but must pass the ball to themselves twice before passing to another Player.

TIPS FOR THE COACH

- Ensure that the Players are constantly moving.
- Ensure that all Players have an opportunity to practice their overhand passing and catching.
- Ensure that all Players practice communication.
 - » Call names of Players you pass to.
 - » Observe and communicate good and poor technique to their peers.
 - » Give positive feedback to their peers.

CONCLUSION

OVERHAND PASS



Ball and Volleyball court

EQUIPMENT

1. Teams are formed using the same groups of 4 or 5 Players.
2. Teams play against each other across the net.
3. Team members must spread themselves around the area.

SET UP

1. Teams start the game by throwing the ball across the net to the opposition, one of whom catches the ball (no serving at this stage).
2. The receiving Player starts the point by tossing the ball in the air then doing an overhand pass to a teammate.
3. The receiving teammate may pass the ball over the net to the opposition or to another teammate.
4. By the 3rd pass the ball must go over the net to the opposing group.
5. If passing to a teammate he must communicate so that the teammate is expecting the ball.
6. If the ball lands on the ground the opposing team gets a point.
7. If the ball lands outside the court the opposing team gets a point.
8. Only overhand passing is allowed (above the shoulder). If underhand pass is attempted the opposing team gets a point.
9. Different Players must get a turn to start the point.
10. Play only to 5 points to give the teams a chance to change constantly.
11. Non playing teams must choose a team to cheer on as spectators.

ACTIVITY

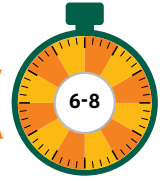
PROGRESSION

- After each team had a turn to play, give all teams time to reflect on their performance and to plan a way to perform better.

TIPS FOR THE COACH

- Ensure that the Players focus on the overhand pass and not other techniques at this stage. This will force them to get into the correct position to do the overhand pass.
- Remind them constantly to communicate with each other.
- Remind them to encourage each other, even if they make mistakes which cause the team to lose points.
- Remember to praise the teams executing the sport skill well but also the teams doing the Life Skills, communicating, well.
- Keep the focus on fun and enjoyment, don't overemphasise the Life Skill to the point where the Players get bored.

CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

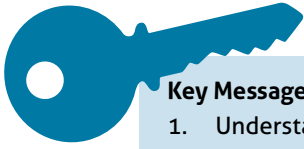
- The session outcomes. Ask the Players to relate what they learnt about the Volleyball skills. Ask them to highlight a few key points w. r. t the technique. Ask them to reflect on the various aspects of communication.
- Ask the Players to reflect on the process of planning a strategy to improve their performance and achievements in life.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES a short discussion on any personal stories relating to communication in their personal lives. Do they communicate with their peers, their brothers and sisters? Do they give each other feedback?

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



TOPIC PASSING FROM THE SIDE

Key Messages/Discussion points

1. Understand the role of leadership in their lives.
2. Sometimes they must provide direction and leadership in a situation but other times they must accept the decisions of leaders.
3. In sport and Volleyball in particular, they must respect the decision of the umpire, this is one of the key bad habits that the Volleyball4Life Coach must work on from a young age with Players. The umpire is always right.
4. Respect the leadership of the Coach or team captain. In their lives this could be their parents, the school principal and teachers.


TIPS – How to integrate?

- During the sessions, create opportunities for Players to lead activities. E.g. let Players be umpires.
- Create opportunities for Players to lead the warm up or cool down sessions.
- Create a scenario where the umpire's decision is blatantly unfair and biased. Reflect on the Player's response to this bias.

PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn that everybody has responsibility to provide leadership.

Volleyball OUTCOMES

- Players learn to communicate in defense.
- Players learn to defend in unison.

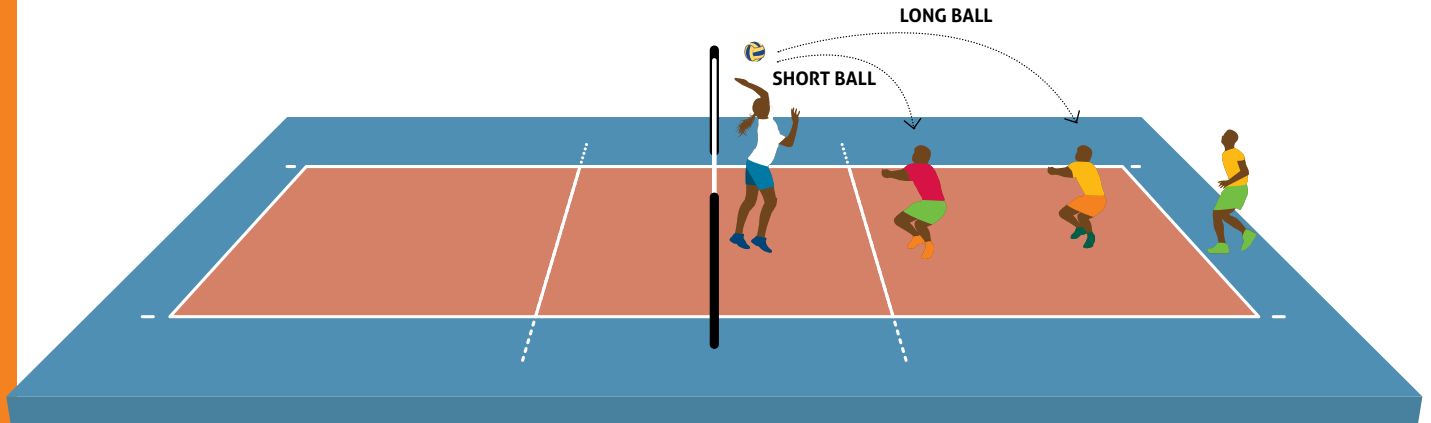
OPENING TEAM CIRCLE


Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the Personal Development/Life Skills outcomes and sport skills outcomes for the session.



WARM UP PASSING FROM THE SIDE

One ball per group of Players and Volleyball court

EQUIPMENT

1. Players are divided into groups of 3 or 4.

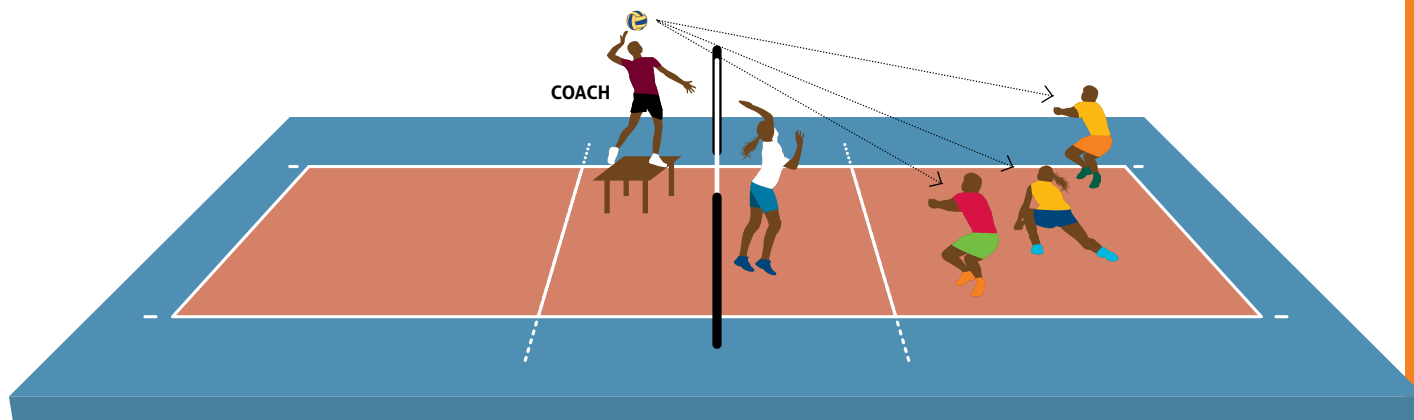
SET UP

1. One Player (Target) stands at the net, with her back to the net.
2. The rest of the Players stand behind the baseline, one behind the other, facing her.
3. The Player at the net starts the activity by volleying the ball.
4. As she is about to volley the ball, she calls 'Long' and volleys the ball to the back court (2-3m from the baseline).
5. The first Player in line moves and digs the ball to the Target.
6. The Target, as she is about to volley the ball, calls 'Short' and volleys the ball 2-3m from her.
7. The passer runs in, and digs the ball to the Target, and then runs off to join the back of the line.
8. This is repeated with the next in line, and the next, until everybody has had a turn to pass two balls.
9. The Players rotate—the Target becomes one passers, and one of the passers becomes the Target.
10. This is repeated until everybody has been both a passer and a target.

ACTIVITY**TIPS FOR THE COACH**

- The set should be such that the passer can pass the ball, but the Target must increase the level of difficulty, by pushing the passer back and bring the passer rapidly forward.
- The drill can be varied by adding a left and right ball to the long and short ball.
- The complexity could be increased by being completely unpredictable, still calling the ball, but not in a predetermined sequence.



MAIN PART PASSING FROM THE SIDE

Lots of balls

EQUIPMENT

Table for the Coach to stand on

1. Three Players, one each in positions 1, 6 and 5 (the backcourt)
2. A Target (setter) at the net between positions 2 and 3.
3. The Coach on the other side of the net, on a table, in position 4.
4. The rest of the team are fetching balls and providing the Coach with an uninterrupted supply of balls.

SET UP

1. The Coach starts the activity by gently hitting the ball at the defending Players. **ACTIVITY**
2. As he hits, the Coach exaggerates the movement of his shoulders to signal whether he is hitting crosscourt or down the line.
3. As the Coach tosses the ball, the Players interpret the movement of his shoulders and call the direction of the spike, e.g. 'Cross' or 'Line'.
4. The Coach can also make a show of closing his hand to play the ball over the imaginary block with his knuckles (called a pokey), in which case the Players call the attack 'Short'.
5. For every one of these three attacks, there are set positions for the Players to move in to defend, so they need to call it early enough to enable them to move into position.
6. The Coach will attack the ball into a position their Players are supposed to defend.
7. If all the Players do not call the ball, the three defenders are punished with 10 push-ups, and the next group of defenders are brought on to defend.

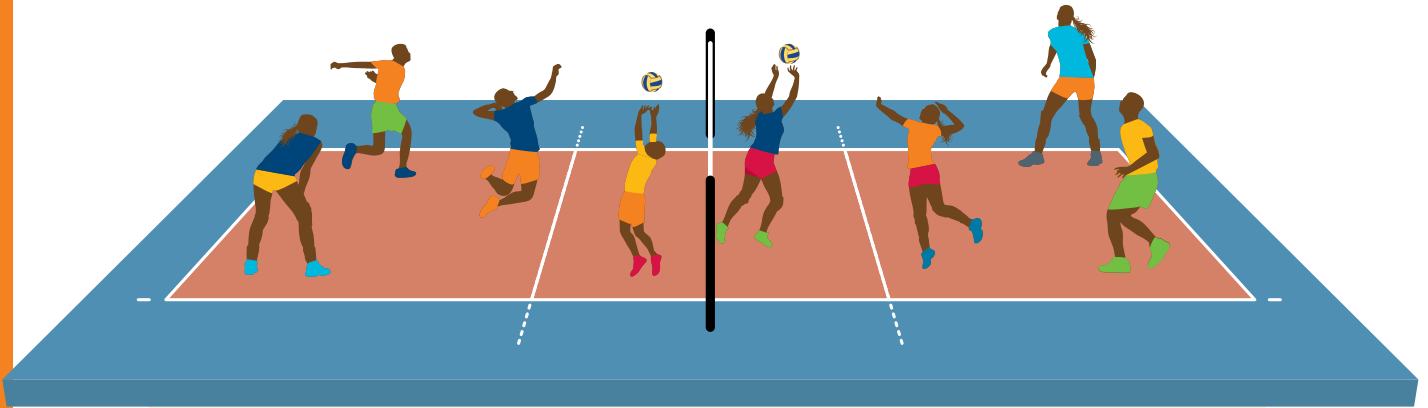
PROGRESSION

- The Coach can add a blocker or two, to help the Players' line up their defence with a blocker.
- The Coach can add another attacking station in position 2 and alternate between the attacks, thus requiring the defence to adjust their positions continuously.

TIPS FOR THE COACH

- The defending Players have to be in the ready position - soft and relaxed, no tension.
- The positioning of the Players in defence is intended to defend the areas of the court most vulnerable to an attack.
- Emphasise the importance of providing guiding information (leadership) on every point to all the other Players.



CONCLUSION PASSING FROM THE SIDE

One ball and Volleyball court

EQUIPMENT

1. Full court with net.
2. Teams of 4, one of which is the setter.
3. The other three are both passers and attackers.
4. The attackers are only allowed to spike from behind the attack (3m) line.
5. If they are forced to play the ball over the net from the attack zone, it should be by means of a pass into the opposing team's backcourt.
6. No blocking is permitted. Players have to play a floor defence.

SET UP

1. If there are more than two teams of 4 Players, they play a shortened game of 7 points.
2. The setter stays in position, at the net, between positions 2 and 3, and the 3 Players at the back rotate on serve.
3. They play a normal game, but have to call the attack of the opposing team, e.g. 'Line', 'Cross', 'Middle', 'Reverse', 'Long', etc.
4. No blocks are allowed. The ball has to be defended in the backcourt.
5. First team to get 7 points wins. Winning team stays on, and next team comes in to challenge.

ACTIVITY**TIPS FOR THE COACH**

- If there are more than two teams of 4 Players, they play a shortened game of 7 points.
- The setter stays in position, at the net, between positions 2 and 3, and the 3 Players at the back rotate on serve.
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CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

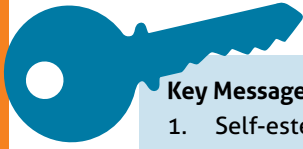
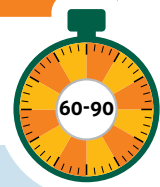
- The session outcomes. Ask the Players what the lesson was for each of them in this training session. No discussion.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players if they can think of situations at work, or at school, in their communities where they can influence how other people behave.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES a short discussion by asking them what they think leadership in Volleyball looks like. Players also reflect on the roles of leaders in their lives.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



**Key Messages/Discussion points**

1. Self-esteem is confidence in your own worth or ability. It is about how you value yourself and what value you think you add.
2. Positive self-esteem will give you the ability to take charge of your life, learn from your mistakes and lead a positive life.
3. Signs of positive self-esteem
 - » Confidence
 - » Take responsibility for your decisions, don't blame others
 - » Make mistakes; learn from them, move on
 - » Optimistic
 - » Ability to trust others
4. Signs of low self esteem
 - » Negative about everything
 - » Perfectionist
 - » Fear of taking risks
 - » Dependence on others to decide (prefers to be a follower)
 - » Does not take initiative
5. Players must understand that on the Volleyball court there is little room for low self-esteem or low morale. In the course of a game, every Player is likely to cause a point to be won or lost.
6. In Volleyball, teammates have to encourage each other all the time.
7. The Coach must ensure:
 - » No dominance, boys usually try to dominate girls
 - » No bullying
 - » Respect for each other
 - » Fairplay
 - » Tolerance

**TIPS – How to integrate?**

- The Coach must create opportunities for all to show their sporting skills. Compliment good performance and ask good Players to show. This builds their self-esteem.
- Some of the scenarios above will naturally present themselves in the course of a training session or game. The Coach must use any such opportunity to reflect on negative behaviour, low self-esteem, high self-esteem, etc.
- Every Player has strengths; make sure you create opportunities for the self-esteem of every Player to be built by showcasing their strengths, even if not directly linked to the session, e.g. singing or acting.
- Give Players opportunities to do simple tasks and commend and applaud them for doing the task well. E.g. 'Raymond, please count the balls before the session and make sure we get all the balls back after the session.'



TOPIC **PASSING**

PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players build each other's self-esteem
- Players demonstrate an understanding of the importance of high self-esteem in life

Volleyball OUTCOMES

- Players will develop their passing skills

OPENING TEAM CIRCLE



Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

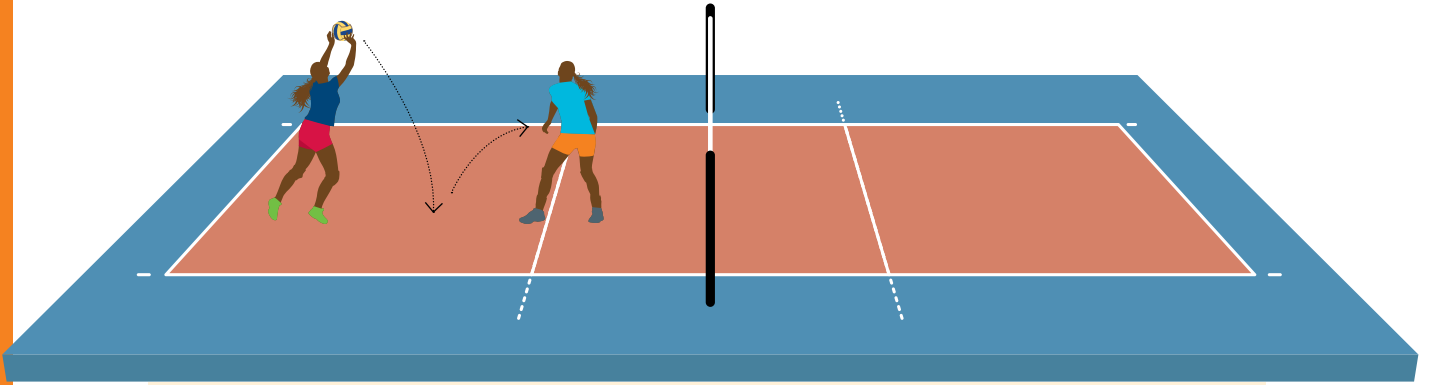
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the Personal Development/Life Skills outcomes and sport skills outcomes for the session.



WARM UP

PASSING



1 ball per group of 2 Players

EQUIPMENT

1. The Players work in pairs.
2. Each pair has one ball.
3. They start of 3-4 metres apart, facing each other.

SET UP

1. The Player with the ball raises the ball overhead with straight arms, and drops her weight, bending at the knees and bounces the ball to her partner.
2. The partner is in a ready position, knees slightly bent.
3. She bends at the knee in sync with the tossing Player to catch the ball as low to the ground as possible.
4. As the receiving Player catches the ball, the tossing Player gives encouragement and positive feedback. 'Well done! A little bit lower!'

ACTIVITY

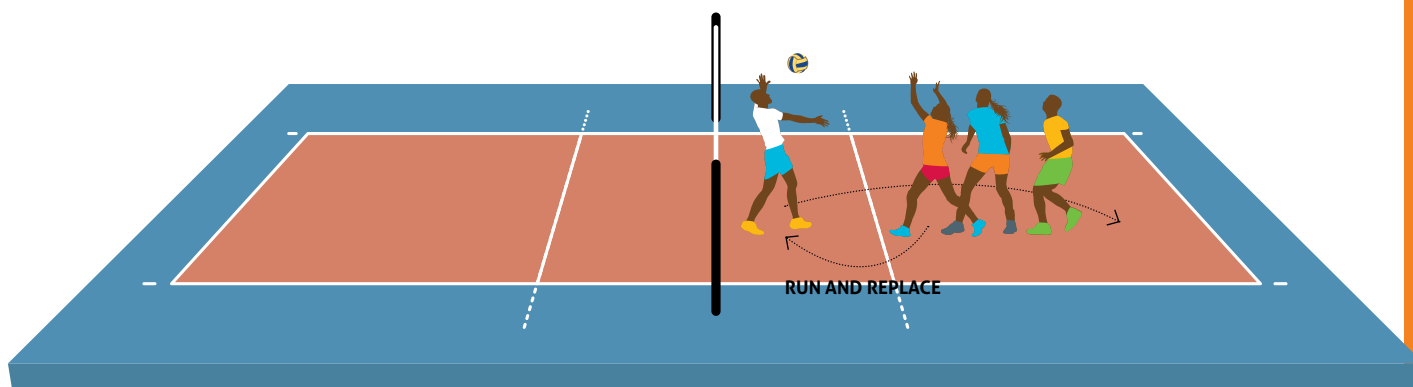
TIPS FOR THE COACH

- Players must stand with feet slightly wider than shoulder width apart.
- They should always receive the ball directly in front of them and facing their partner (toes pointing towards the partner).
- At the end of the warm up, reflect briefly if Players built each other's self-esteem through positive remarks.



MAIN PART

PASSING



1 ball per 4 or 5 Players

EQUIPMENT

1. Same set up as per warm up. Mark out area 6m X 9m area with cones.
2. Divide Players into groups of 4 to 5.
3. One person is at the net, with her back to the net.
4. The others are in a line, behind each other, facing her, approximately 4-6 metres from her.

SET UP

1. The Player in the front of the line passes the ball to the person at the net.
2. She then follows the ball to the net, ready to replace the person at the net.
3. The next person in line takes her spot.
4. The person at the net passes the ball back to the new first person in line.
5. She then runs to join the back of the line.
6. Encourage the Players to encourage each other with positive remarks, even if the Player makes a mistake.

ACTIVITY

- The Player at the net can return the ball with a volley (overhead) pass.
- The Player at the net can return the ball with a controlled spike (hit) to the new Player in line
- The Player at the net can set the ball to herself and then return it with a controlled spike.
- The Player at the net can set the ball to a second Player (Y), who returns the ball with a controlled spike.

PROGRESSION

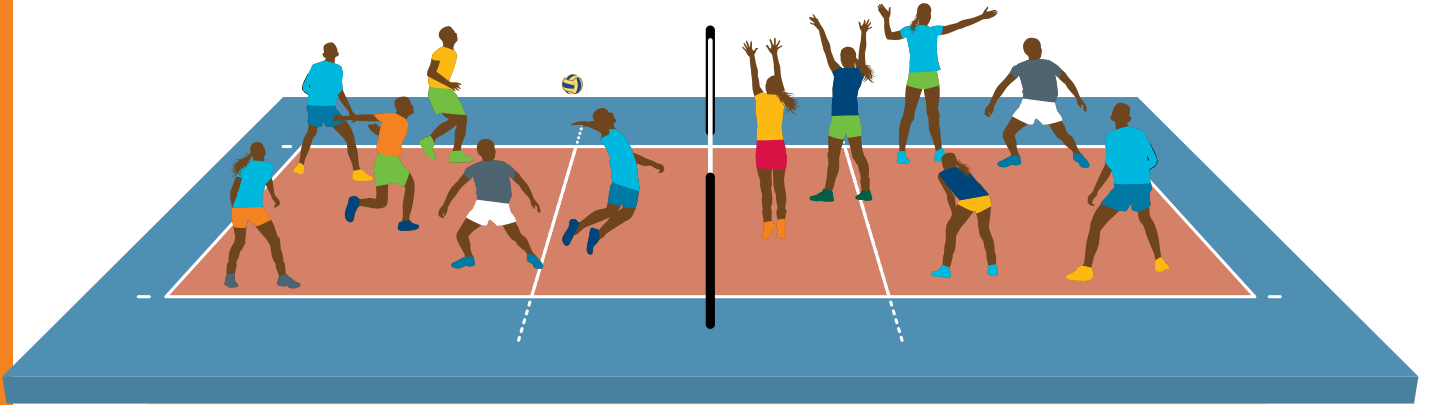
TIPS FOR THE COACH

- Ensure that the Players are constantly moving and getting into position.
- This exercise is about getting the Players to adjust to different roles.
- Make sure the Players give positive feedback to their peers.



CONCLUSION

PASSING



One ball and one Volleyball court

EQUIPMENT

1. Use the full court for playing.
2. Players are only allowed to attack from and to the back court.
3. Play 3-a-side.

SET UP

1. Winning team serves to challenging team.
2. They can pass and set from anywhere, but can only hit from the back court (behind the attack line), else a free ball.
3. First to 3 points, winning team stays on if more than 2 teams.

ACTIVITY

- Can play 2-a-side.
- Can play for one point, instead of three, which ups the ante.

PROGRESSION

TIPS FOR THE COACH

- Ensure that the Players constantly build each other's self-esteem, particularly when the Players make a mistake and causes a point to be lost.





CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Volleyball skills. Ask them to highlight a few key points with regards to the technique. Ask them to reflect on how they felt when their fellow Players constantly encouraged them, even when they failed.
- Ask the Players to reflect on the importance of high self-esteem in life.

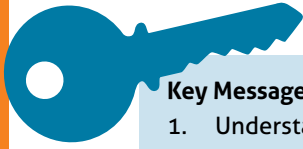
Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES a short discussion on any personal stories relating to self-esteem in their personal lives. Do they try to build the self-esteem of those close to them? Do they give each other positive feedback?

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



TOPIC PASSING FROM THE SIDE



Key Messages/Discussion points

1. Understanding and accept that you are part of a team.
2. Build trust and good positive relations in the team.
3. Build unity in the team and deal with any conflict issues.
4. Team members must be able to rely on each other.
5. If there is unity and a common sense of purpose in the team, it will be easier to achieve team goals.



TIPS – How to integrate?

- There are hundreds of simple team building exercises in a sport session. In the sample sessions later, every session will lend itself to reinforcing the importance of teamwork.
- Create opportunities for groups to work in teams and tackle team tasks. Reflect on the contribution of everybody in the team and how better teamwork can improve the result.

PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- 1. Players understand their dependency on others in the team.
- 2. Players share in the success or failure of their teammates.

Volleyball OUTCOMES

- Fun drill.
- Teaches basic 3 touch Volleyball.
- Enforces coming together after each point played.

OPENING TEAM CIRCLE

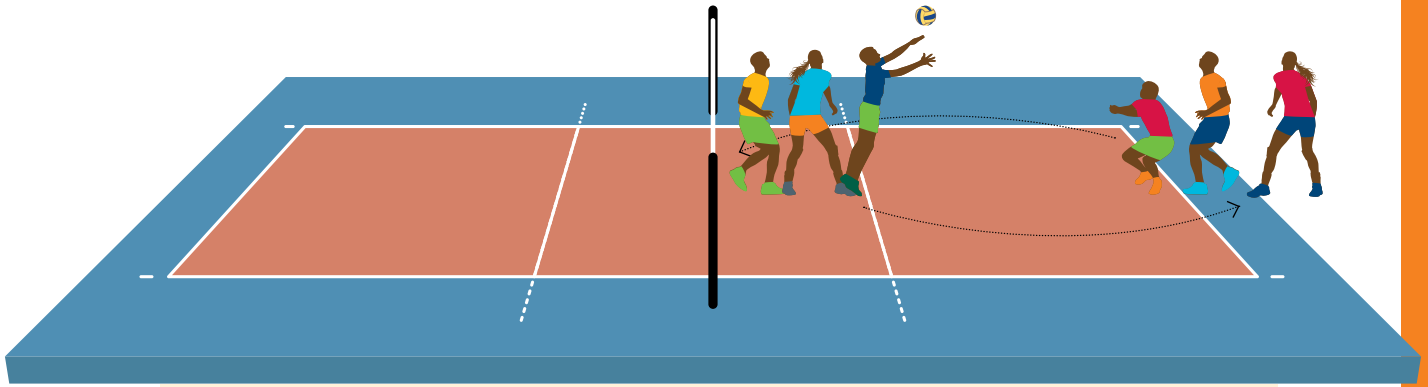


Step 1: The Coach WELCOMES the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the Personal Development/Life Skills outcomes and sport skills outcomes for the session.



**WARM UP** PASSING FROM THE SIDE

One ball per group of Players

EQUIPMENT

1. Normal 9m x 18 m Volleyball court.
2. Divide participants into groups of at least 4 or 5 Players
3. Three Players are positioned at the net, the rest on the baseline, behind each other.

SET UP

1. The first Player at the net starts the drill by volleying the ball to the group at the baseline, then immediately runs across to join the back of the line of Players on the baseline.
2. The first Player at the baseline calls the ball and digs it in a straight line, back to the Players at the net, then runs across to join the back of the line of the Players at the net.
3. The Player now in front at the net calls the ball and volleys it back to the baseline and across.
4. And so the drill continues, trying to keep the ball moving.
5. After three minutes, stop, rest for 30 seconds then start again.

ACTIVITY**TIPS FOR THE COACH**

- It is important that the Player get into the habit of calling the ball when getting ready to pass.



MAIN PART PASSING FROM THE SIDE

Lots of balls

EQUIPMENT

1. Six Players on one side of the net, three in the backcourt, three in the front court, the Player in position 2 is the setter.
2. The Coach is on the other side, in position 2.

SET UP

1. The Coach initiates the drill by hitting (or tossing) the ball over the net into the backcourt.
2. The two front court Players, positions 3 and 4, jump to block, and immediately on landing transition into a ready position to spike the ball if set to them.
3. The backcourt Players call the ball (Communicate—the first C) and pass the ball to the setter. They get a point for communication.
4. The setter sets the ball to any Player.
5. When the Player jumps to hit the ball, the rest of the Players all have to move into a position to cover the spike, in case it comes back from the block (Coverage—the second C). They get a second point.
6. If the ball crosses the net into the court on the other side, the team has to get together in the middle of the court and do something, e.g. slap hands, slide in on their stomachs, high fives, chest bumps, etc. to celebrate the point (Celebration—the third C). They get a third point.
7. If the attack is unsuccessful, the team still has to get together and comfort or commiserate (Alternative third C).

ACTIVITY**PROGRESSION**

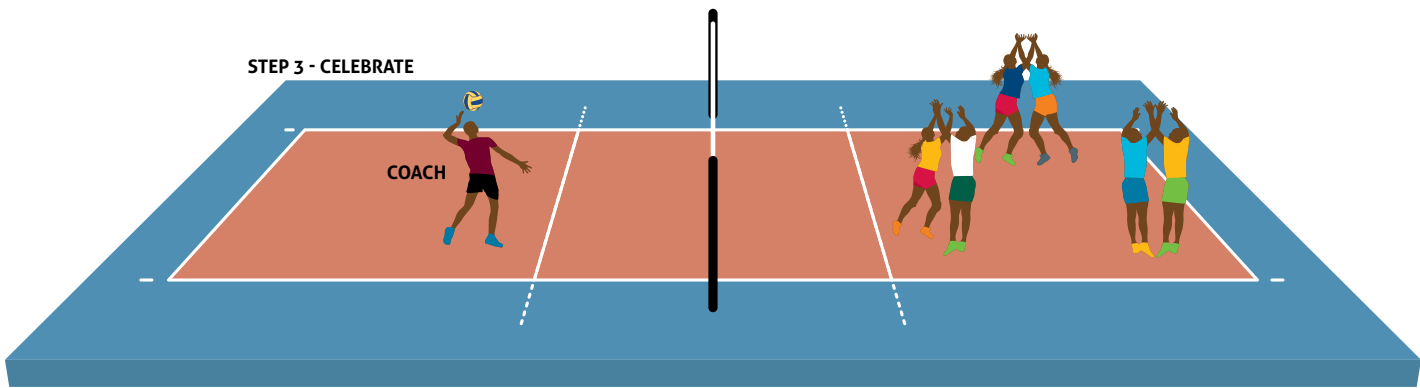
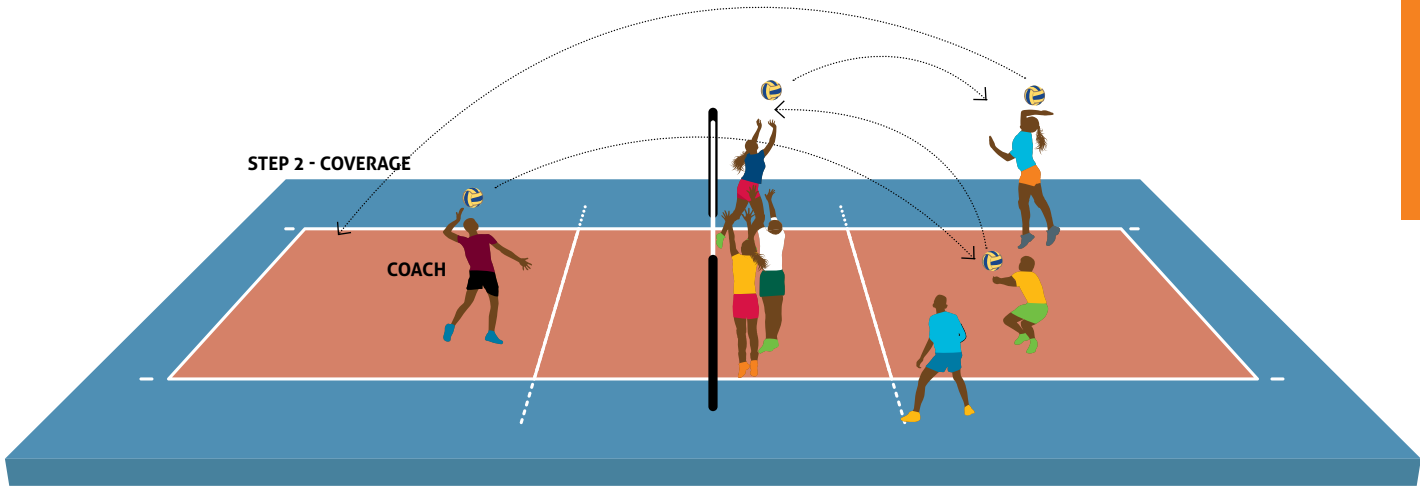
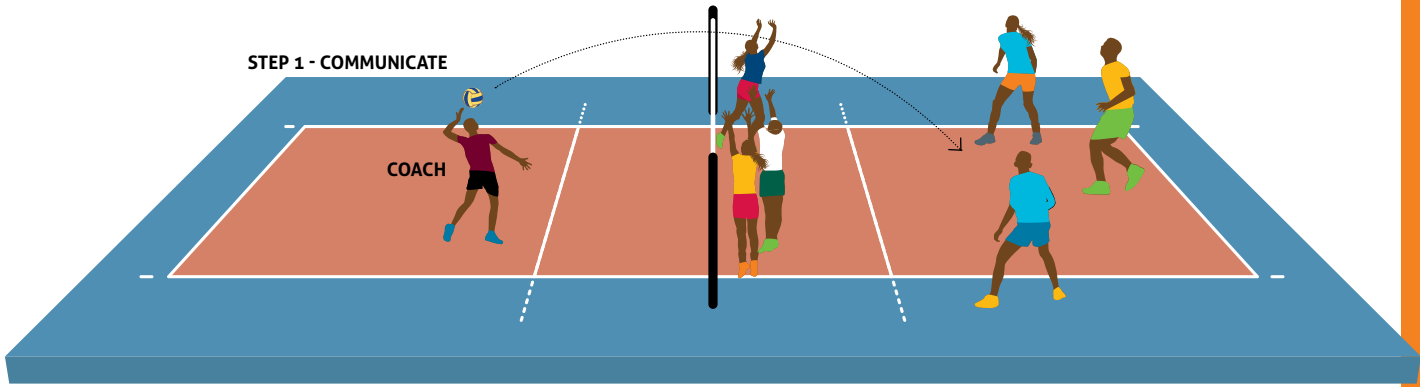
- Instead of just the Coach attacking from position 2, they can have attackers in positions 3 and 4 as well, so the team needs to reorient their defence every time.
- Depending on the level of skill, they can also increase the intensity of the attack.
- Increase the speed of attack, training a quick transition from celebration to defence.

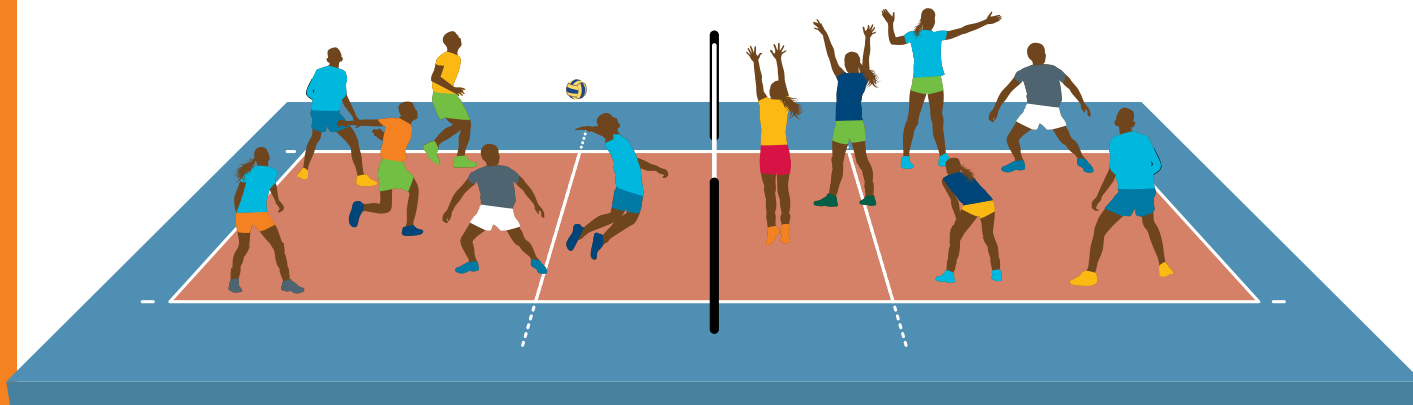
TIPS FOR THE COACH

- Encourage communication.
- The cover position is low and close to the Player hitting the ball.
- If any one Player does not drop down in cover position, the team does not get the point. Emphasise the point that the team fails when any one member of team fails.
- The Coach should be communicating continuously about the success of each of the three C's.



MAIN PART PASSING FROM THE SIDE



CONCLUSION PASSING FROM THE SIDE

One ball and Volleyball court

EQUIPMENT

1. Full court with net.
2. Normal 6-a-side teams.
3. If there are not enough Players, work with even teams (as far as possible) on either side.
4. If there are too many Players, have Player rotating from position 5 to position 4 rotate out to be replaced by a Player on the bench.

SET UP

1. The teams play a normal game to 25 points.
2. The team who wins the point only gets the point if they display the three C's.
3. The team who loses the point, gets a point deducted if they do not display the three C's.

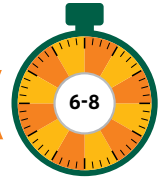
ACTIVITY**TIPS FOR THE COACH**

- Don't take it too seriously, ... this exercise should be fun!





CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they think the take-home was of the training session.
- The link between the sport skill and the Personal Development/Life Skills outcome. Ask the Players to suggest a few examples in life where they have to cooperate with others to attain a shared objective.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what a challenge was for them.

Step 3: The Coach FACILITATES a short discussion by asking them why they think working together as a team is important.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.





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'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, and political belief, economic or social condition.'

Constitution of the World Health Organization (WHO), 1946



Sport is an effective tool to encourage young people to lead Healthy Lifestyles. In the Volleyball4Life approach, the Coach can integrate Healthy Lifestyle messages into the sessions or have separate sessions which focus only on Healthy Lifestyle topics.

HOW TO INTEGRATE HEALTHY LIFESTYLE TOPICS INTO A VOLLEYBALL4LIFE SESSION

Healthy Lifestyle sessions could contain too much information. The Coach must try to convey the information in a fun way which will keep the Players interested and not only through the opening and closing conversations. Besides the samples above, there are hundreds of different ways to deal with these topics. You will find many resources online to assist you. The activities suggested above are just some examples. Please do not repeat the same methods repeatedly. The Players will get bored and tell others. Please be innovative and creative and try to design new exercises. Please consult additional sources and to get inspired.

These are some of the techniques used above that the Coach can adapt to different sessions.

- a. **Relay Games** - Players compete in groups to complete various exercises. There are many variations of relay games.
- b. **Team building exercises** - Teams get a challenge which requires them to come up with creative solutions. They have to complete a task as a team in a set time.
- c. **Role Plays** - Create various scenarios linked to the Healthy Lifestyle themes and ask the Players to act out. Use these role plays as discussion points.
- d. **Avoid static activities** - Try to include physical activities as much as possible example, running, jumping, catching, throwing, skipping, etc.
- e. **Blindfolds** usually lay the basis for good Sport4Development sessions to convey messages such as communication, teamwork, leadership and living with a disability.
- f. Similarly activities **where Players are restricted** to one hand, one leg or no legs are also useful.



PLEASE NOTE:

If you have separate Healthy Lifestyle sessions, remember to follow the same approach as for the Sport Skill /Personal development sessions. I.e. include an opening and a closing Team Circle. Warm-ups are more appropriate for sessions focusing on physical activity. Depending on the activities in your Healthy Lifestyle session, you could replace this with an icebreaker or energiser.

The topics below align with the Life S kills curriculum. The Players will receive formal lessons in the classroom on these topics. The role of the Coach is to create further awareness on these topics. The Coach must reinforce the content in the curriculum through fun activities, games and connected conversations. The Coach must not repeat the classroom activities.

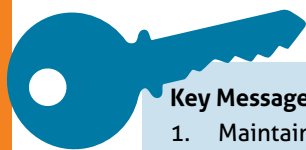
There are many Healthy Lifestyle topics. This manual will deal with a few and the Coach will find more topics in the Life Skills curriculum.

This manual is NOT a textbook on these Healthy Lifestyle topics. The focus of this manual is to provide guidelines on how to integrate sport competencies with developmental outcomes. The Coach must not try to be an expert in all these topics. Giving wrong information, wrong counselling or wrong advice can be very dangerous. The manual will only touch on some key discussion points. The Coach must be prepared to further reading if he/she has a passion for a particular subject. The Coach should form partnerships with experts in the field. There are many NGOs and other government departments who would be happy to assist to educate the Players more. The Coach should know where the Players can get more information or go for help if they need it.

The Coach should also not try to include too much content into one session. Some of the topics can be spread over two or more sessions. Focus on quality rather than quantity.

The 10 Healthy Lifestyle topics covered in this manual are:



**Key Messages/Discussion points**

1. Maintain good health and fitness, exercise regularly, eat a balanced and nutritious diet, and maintain high standards of cleanliness.
2. Improve your general fitness and specific fitness for Volleyball which will include:
 - a. speed
 - b. agility and quickness
 - c. power
 - d. strength
 - e. endurance.
3. Drink water regularly during a training session.
4. Practice good personal hygiene

**EXAMPLE**

- a. Use a toilet—do not urinate or defecate in the open.
 - b. Wash hands with soap after using the toilet.
-
5. Keep fingernails and toenails short and clean, brush teeth every day.



One ball per Player

EQUIPMENT

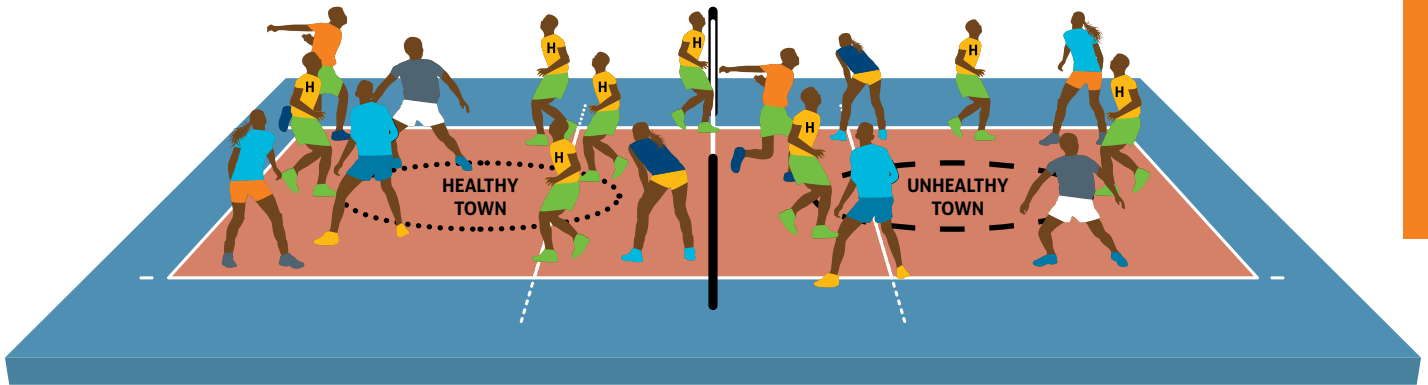
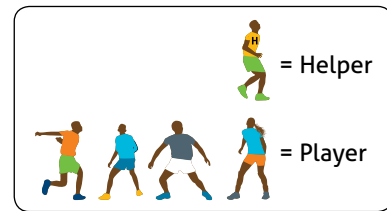
Masking tape



A4 paper

1. The Coach prepares A4 sheets with numerous True and False statements relating to the key messages above and any other messages relating to healthy living. The Coach could identify Players to assist him/her to prepare these statements a week before the training session. Examples of statements:
 - a. Regular exercise at a young age will lead to bone disease when you are older.
 - b. Regular exercise increases the risk of heart disease.
 - c. Regular exercise reduces the risk of heart disease.
 - d. You should not eat more than one apple per day.
 - e. It is unnecessary to wash your hands after using the toilet.
 - f. A balanced diet consists mainly of potatoes and meat.
 - g. A balanced diet comprises the correct balance of fats, protein and carbohydrates.
 - h. Brown bread is a good source of protein.
 - i. It is advisable to have a meal with mainly carbohydrates 30 minutes before a training session.
 - j. Drink water regularly during training sessions.
 - k. Drinking too much water during training will make you tired.
 - l. Brushing teeth daily is a myth created by toothpaste manufacturers.
 - m. It is important to brush your teeth every day.
 - n. Due to drought in Namibia it is not advisable to wash yourself every day.
 - o. It is much healthier to be a vegetarian.
 - p. It is OK to take performance enhancing drugs as long as you don't get caught.
 - q. Because Volleyball happens in a small space, it is unnecessary to be physically fit.

ACTIVITY



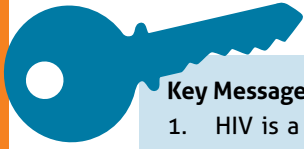
2. The Coach could prepare more statements, these are just examples. Preferably some statements must be open to interpretation and discussion.
3. Depending on the number of participants some will be Players and others will be 'helpers'.
4. Have a competition to determine helpers and Players. Players line up and throw Volleyball into a hoop about 10m in front of them. Depending on how many messages you prepared, the first persons to throw the ball in the hoops become Players. The rest become helpers.
5. One side of the Volleyball court is the 'Healthy Town', the other side the 'Unhealthy Town'. Helpers tape the messages to the backs of the Players.
6. The Players may not talk to each other. They must walk around the court, doing forearm (setting) passes to themselves.
7. Players are reading the messages on each other's backs and advising each other. 'You must go across to Healthy Town', 'you must go to Unhealthy town', 'and you must stay here!' Etc. They may NOT read the actual messages yet, the helpers must ensure no cheating. The helpers must also re-enforce the Volleyball skill. E.g. 'keep your eye on the ball, spread your fingers' etc.
8. Once all the Players have found their place the Coach stops the activity and asks all the Players to take the message off their backs.
9. Ask all the Players if they think they are in the right 'town'. The Coach asks a few random Players to read their statements.
10. Ask the helpers to share their observations of the exercise.
11. Concludes by summarising the key Healthy Lifestyle messages in the closing team circle.
12. Ask the Players to share any experiences in their lives relating to unhealthy living.

ACTIVITY



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Key Messages/Discussion points

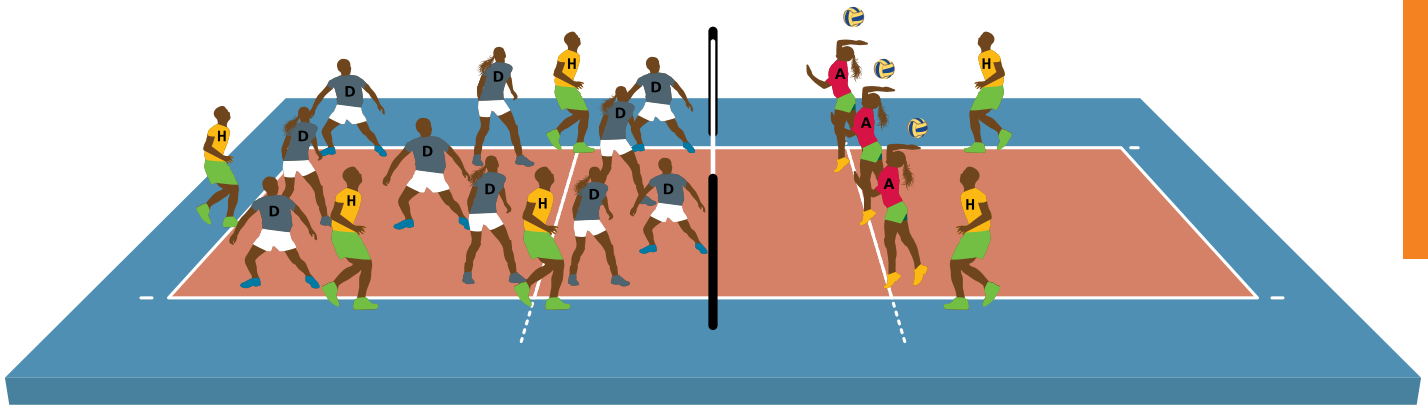
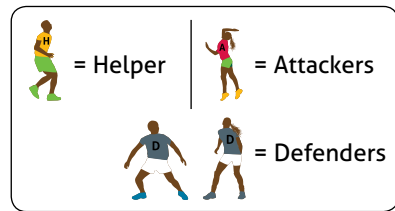
1. HIV is a virus that attacks our immune system by infecting the cells in our bodies that fight infections. 24% of all new HIV infections in Namibia are in the age group 15-24 years, meaning that the youth is one of the most affected age groups.
2. Transmission of HIV happens mainly through:
 - a. Unprotected sex
 - b. Mother to child transmission
 - c. Infection through blood products
 - d. Dirty needles mainly associated with drug users
3. The most common way HIV is spread in Namibia is through unprotected sex with multiple partners. You can avoid HIV through sex by:
 - a. Abstaining
 - b. Having one uninfected, mutually faithful partner
 - c. Using condoms every time you have sex
 - d. The practice of using a condom is highly recommended in normal sexual activity, not only to prevent HIV.
4. You cannot tell if someone is HIV positive just by looking at them. The only way to know your status and the status of your partner is by taking voluntary counselling and HIV testing. If you are sexually active, you should take the test every 3 months.
5. Do not stigmatise people living with HIV. Treating people who are HIV positive as being different and something bad leads to consequences that help the spread of the disease such as:
 - a. Being scared of getting tested
 - b. Hiding your HIV status
 - c. Avoiding doctors
 - d. Not getting treatment
 Being open and accepting people living with HIV helps them and others to fight the disease.
6. Players cannot pass the virus by:
 - a. Hugging
 - b. Shaking hands
 - c. Giving high fives
 - d. Eating together
 - e. Drinking from the same glass
7. There is no reason people living with HIV cannot play sports and be fully included in teams.
8. Coaches should refer the Players to health facilities in their communities if there are further questions.



PLEASE NOTE: This topic must be dealt with sensitively and be adapted depending on the age you are dealing with. Take your guideline from the school curriculum.

EXAMPLE sexual activity should not be discussed as a norm with younger children.

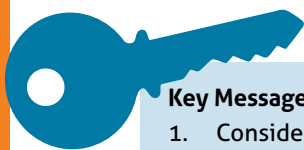
Consult and involve the experts!



ACTIVITY

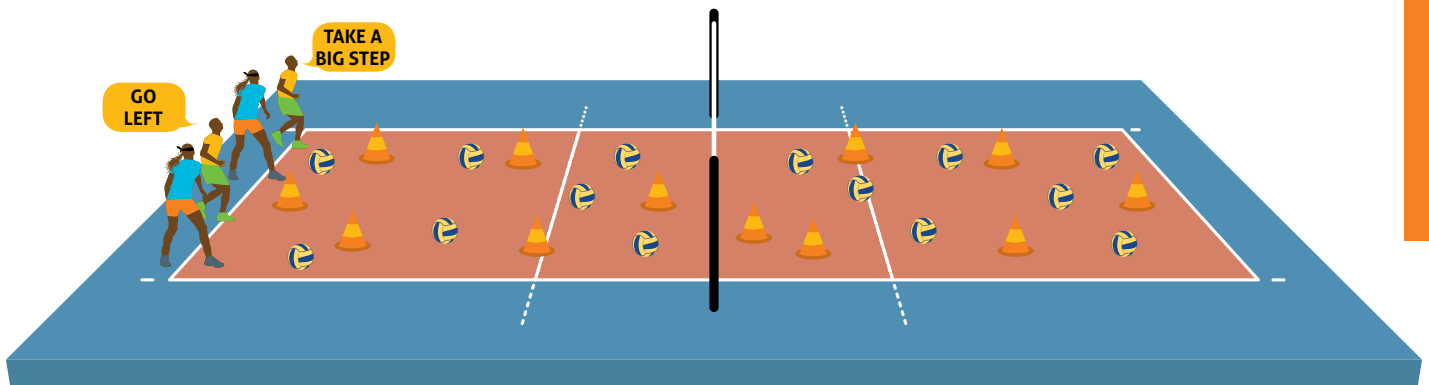
1. The activity takes place on a standard 9m x 18m Volleyball court and net.
2. Start with 10 Players on one side of the net (D - defenders) and three Players on the other side of the net (A - attackers). Start with 6 balls. The remaining Players are helpers (H), retrieving and feeding balls. They position themselves outside the playing area on both sides of the net. Explain to the Players that the balls represent the virus. Explain that when balls touch the ground, the virus is being spread.
3. The three attackers may pass the ball across the net from any position. They must try to pass as many balls as quickly as possible, assisted by the helpers.
4. The defenders must try to prevent the balls from touching the ground. They do not have to get the ball back across the net; just prevent the ball from touching the ground. Every time a ball touches the ground one defender must come across the net and become an attacker. The helpers can decide which defender must become an attacker.
5. It becomes more and more difficult to defend as the defenders become less and the attackers become more. If the defenders prevent the balls from touching the ground 10 times in a row, this is called safe behaviour. The helpers can help with counting. Now some of the helpers can become defenders.
6. Explain to the participants that defenders are changing into attackers as their defence is slowly broken down. This happens to the immune system when someone is infected with HIV.
7. Discuss what the group has learnt. Discuss how they felt in different roles. Discuss the role of the outside influences (helpers).
8. Create a safe space in the closing team circle in which Players can share experiences.



**Key Messages/Discussion points**

1. Consider their relationships with their family, friends, and teammates.
2. Discuss the difference between friendship, love, sexual attraction and infatuation.
3. Reflect on the differences between healthy and unhealthy relationships.
4. Understand why relationships sometimes break down.
5. Think about what life skills help in building a healthy relationship. Young people with self-esteem, self-confidence, decision making skills, good communication skills and negotiation skills are better positioned to establish healthy relationships.
6. Violence, assault and rape are not healthy in a relationship and should be reported to the authorities or a person of trust.
7. Know where to go in the community for help if they are in an unhealthy relationship.
8. Deciding to have a sexual relationship involves the body, mind and emotions. Young people must make sure it is the right decision.
9. Intergenerational and transactional sexual relationships are high risk for young people and are a major driver of HIV, other sexually transmitted infections (STIs) and a cause of unwanted or teenage pregnancy.





ACTIVITY

1. Use a standard Volleyball court with net.
2. Players' pair up, one blindfolded. They line up on both baselines. As a variation, Players can also be in small teams of 3 or 4, with one blindfolded.
3. The court contains obstacles such as cones, hoops and balls.
4. The partner/s must guide the Players across from one baseline to the next touching none of the obstacles or any other Player. If they touch, they change roles and have to start at the baseline again. They must not touch their partner; they may only guide their partner through verbal communication.
5. The Coach must offer the opportunity for a partner to be replaced by a helper if they constantly fail to make progress. If this does not happen, the Coach must deliberately break up a partnership and replace one member of the partnership with a helper.
6. Lower the net slightly. They may not touch the net as they pass under the net.
7. Assign a few helpers to monitor the pairs and call them out if they touch the obstacles or their partners.
8. Applaud the teams that cross the playing area first.
9. Discuss the activity with the Players. How did it feel to be in the different roles? How it felt to be blind? Ask the teams that achieved success why they succeeded. Discuss when a relationship broke down, i.e. when partners or the Coach broke up a relationship. What led to the breakdown? This is a typical session where the personal skill of 'communication' is linked to a Healthy Lifestyle topic of 'healthy relationships' since good communication is at the heart of any healthy relationship.
10. In the closing circle draw out issues related to healthy relationships such as:
 - a. Trust
 - b. Communication
 - c. Being prepared to make mistakes and trying again
 - d. Not blaming each other
 - e. Put yourself in the other person's position (changing of the blindfolds)



Key Messages/Discussion points

Young people must understand some of the more common diseases in their community, what the symptoms are and how these diseases can be controlled. They must also understand that regular participation in sport can directly and indirectly prevent diseases. The most common diseases in Namibia are:

1. Skin Cancer
2. Tuberculosis (TB)
3. Diabetes
4. Obesity



1. Skin Cancer

- Skin cancer is the most widespread cancer in Namibia.
- The main cause of skin cancer is overexposure to the sun.
- Players should apply sunscreen at least 30 minutes before a training session or match in the sun.
- Players should wear protective clothing and eye shades if possible.
- Spectators should seek shade.
- Ensure intake of vitamin D through a healthy diet.
- For more information contact the Cancer Association of Namibia: <http://www.can.org.na>

2. Tuberculosis (TB)

- TB is spread from person to person through the air. When a person with infectious TB coughs or sneezes they propel germs into the air. People who breathe in the air containing these TB germs can become infected.
- TB is not spread through shared surfaces or shaking someone's hand.
- Good hygiene, such as covering your mouth when you cough or using a tissue when you sneeze can help stop the transmission of TB.
- Advise Players to see a doctor if they have a cough that lasts over three weeks or if they cough up blood.

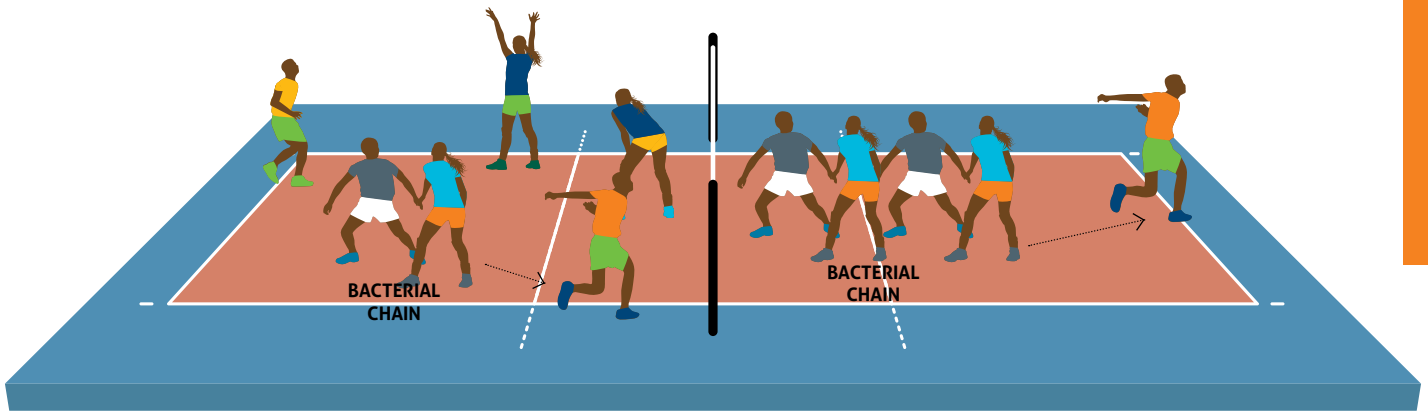
3. Diabetes

- Diabetes is among the top 10 diseases in Namibia, and one of the top 15 causes of death.
- Prevention measures include:
 - » Knowing your blood sugar level and have it checked regularly.
 - » Regular physical activity.
 - » Eating healthy meals including a daily intake of fruit, vegetables, fish or chicken and grains.

4. Obesity

- Obesity is a growing problem in Namibia.
- Regular participation in sport and physical activity exercise can combat obesity.
- Good nutrition can also prevent obesity.





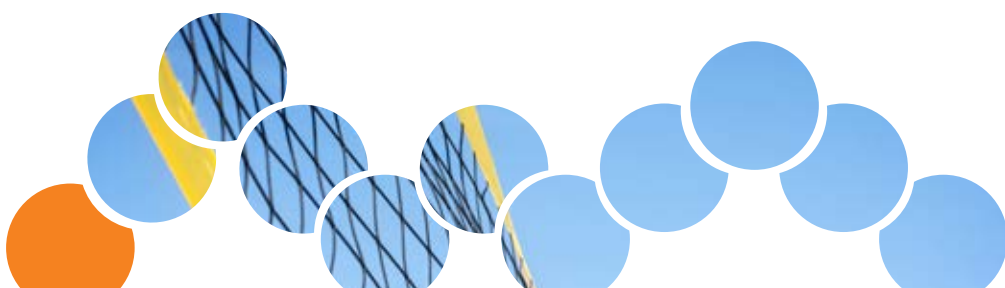
ACTIVITY

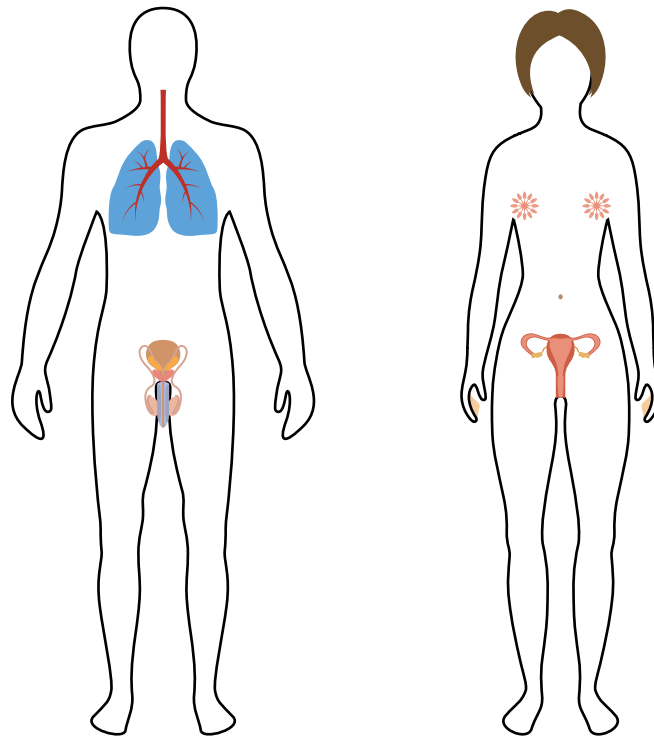
1. All Players move around the Volleyball court or an area marked out with cones.
2. One Player starts the game by touching (infecting) one of the other Players.
3. Once the 'catcher' has caught another Player, they join hands and form a 'bacterial chain'
4. By holding hands they will now work together and try to 'infect' more Players.
5. Once there are 4 catchers, they will split up into 2 groups of 2 catchers per chain. Now the 'bacteria' spreads faster.
6. The winner of the game is the last person not part of the chain, the only Player not infected by TB.
7. The same game can apply to any other infectious disease.
8. In the closing circle, reflect on the activity and emphasise the key messages.



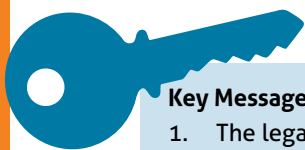
**Key Messages/Discussion points**

1. Young people need to understand and embrace the changes they face during puberty as positive, healthy and natural.
2. Boys mature slightly later than girls and they will have more muscular physiques, develop pubic and facial hair, they will experience penile erections and ejaculations, & their voices will deepen.
3. Girls mature earlier than boys, they will develop breasts, pubic hair, their body shapes will change and become more rounded, & menstruation will start.
4. It is natural for young people to explore and touch their own bodies. This is not something to worry about or feel guilty about.
5. Young people will develop feelings for others and may be attracted to someone else and want to form an intimate relationship with them.
6. Menstruation is a normal for girls and is not dirty or unclean. It is ok for girls to play sport during their period.

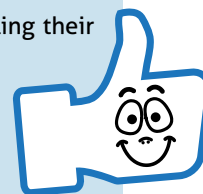


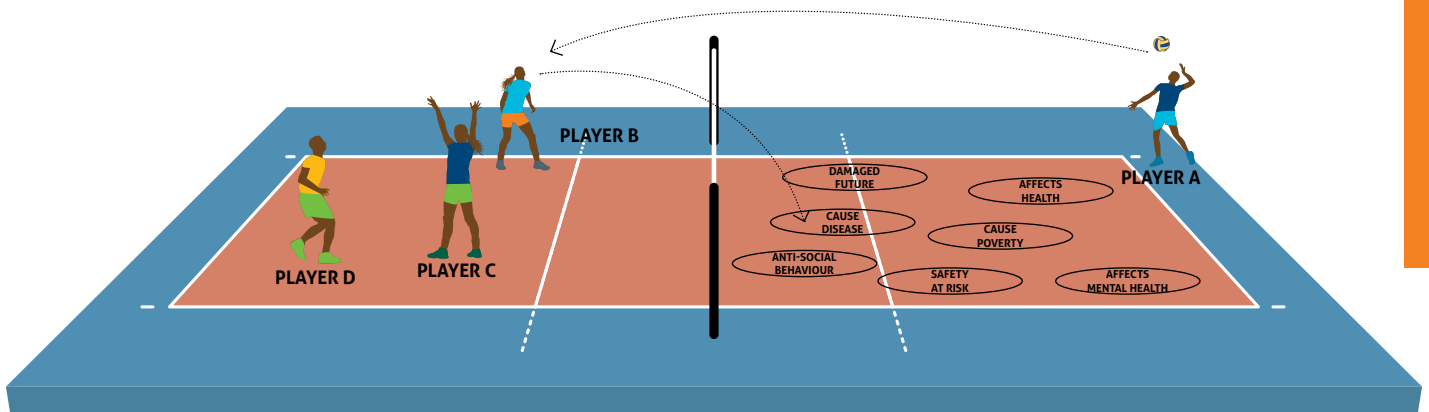
**ACTIVITY**

1. Players form pairs of the same gender. Each pair takes a large sheet of paper and traces the outline of one of their bodies onto the paper with a marker. (Sheets of Flipchart paper taped together). They must work carefully and not tear the paper.
2. The pairs must mark on the body all the changes that happen during puberty for their gender. Tell the Players they must show body parts & sexual organs and should write down the names they call the sexual organs. Encourage them to use colour.
3. Guide the Players to also reflect their feelings, ideas and beliefs.
4. Ask Players to also make drawings on the outside of the body to represent the social and physical environment.
5. Ask questions such as:
 - a. What are the good and bad things about growing up?
 - b. What names we gave our body parts, what are the correct terms?
 - c. Why do these changes take place, how do you feel about these changes?
 - d. What challenges do they experience when these changes happen?
 - e. How do the bodies of girls and boys develop differently during puberty?
6. Bring the group together and ask them to share their body maps if they feel safe and comfortable. Share some of the answers and ideas from the questions asked above.
7. Add any additional information you think is missing.
8. Allow the group to ask questions and invite participants to use their body maps to answer the questions.

**Key Messages/Discussion points**

1. The legal age to purchase and consume alcohol in Namibia is 18 years of age.
2. Substance abuse can:
 - Lead to antisocial and risky behaviour which can lead to young people not fulfilling their potential in sport and in life
 - Affect a person's mental and emotional health
 - Affect their physical health
 - Damage their relationships
 - Result in them living in poverty
 - Cause disease
 - Their safety at risk
3. Substance abuse can lead to addiction and damage your future prospects.
4. Using drugs for performance enhancing or for social use is banned in sport and regular drug testing takes place to detect their use.
5. Risks of alcohol and drug abuse.
Examples:
 - Cirrhosis of the liver
 - Fetal alcohol syndrome (Effect of alcohol on the unborn baby)
 - Anxiety and depression
 - Short concentration span
 - Drastic personality changes
 - Loss of personal integrity and self-esteem
 - Destruction of family
 - Loss of career

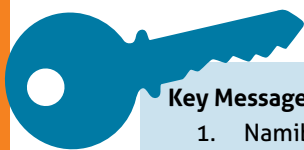




ACTIVITY

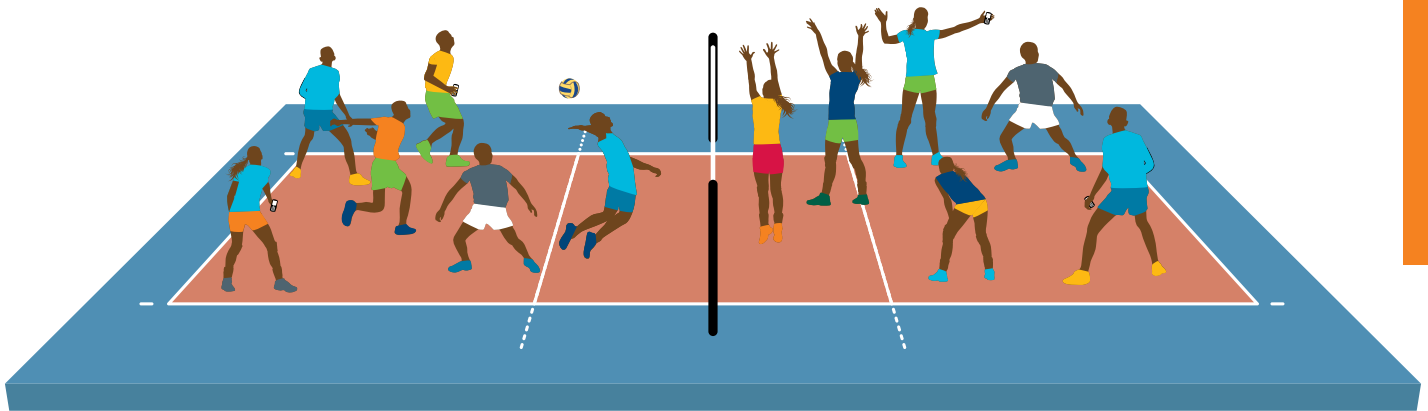
1. Divide Players into groups of four.
2. Place many hoops on one side of the court.
3. A bad consequence of substance abuse as outlined in the topic description above is written on a page and placed inside the hoop.
4. Three members of the group will start the activity on one side of the court and the other Player stands on the other side of the court with the hoops.
5. Player A serves the ball from behind the baselines to his team of 3. (Players B, C and D) The team plays the ball as in a normal Volleyball game and tries to hit into one hoop.
6. They score 10 points for hoops in front of the attack line and 15 points for hoops behind the attack line plus the number of passes they took before the ball crossed the net.
7. If the ball hits the hoop, Player A calls out the bad consequence of substance abuse and his teammates must repeat the bad consequence before they start the next point.
8. Now they rotate roles as they would in a normal Volleyball match.
9. Give each team 5 turns and total their score and give the next group of four an opportunity.
10. They cannot score twice by hitting the same hoop.
11. In the closing circle review the session. Reflect on the Volleyball skills and the bad consequences of substance abuse.
12. Ask Players to share, if they are comfortable, any experiences where substance abuse affected them in their lives.



**Key Messages/Discussion points**

1. Namibia has one of the highest road fatality rates in the world.
2. More than 90% of all accidents are caused by faulty human behaviour, such as over speeding, risky driving behaviour, drinking and driving, overloading, fatigue and defiance of traffic laws.
3. Most vulnerable age groups are young people. (Drivers 18–25 years)
4. Drinking and driving and over speeding are one of the main causes of road accidents among young drivers as they are likely to overestimate their ability to handle a car while intoxicated or at high speed.
5. Players must know what appropriate pedestrian behaviour is.
6. Discuss how the Players will make sure they get home safely after the training session or match.
7. Players must understand that the rules of the road apply to cyclists.
8. Understand the importance of safe behaviour during travelling. Teams will often travel together to events. Often children behave poorly distracting the driver, threatening the safety of others.





ACTIVITY

1. Divide Players into normal Volleyball teams of 6.
2. Before teams start the game 3 volunteers from each team must hold their hands on the Volleyball and run around the Volleyball 15 times to get dizzy and then start a game. The remaining 3 Players must try to play while holding a cell phone in their hands.
3. After a few points, bring all the Players together and reflect on how the dizziness and the cell phones impacted on their game. The Coach stresses the messages relating to drinking and driving and driving while using a cell phone.
4. Continue playing but this time some of the Players on the side line waiting their turn must throw balls across the playing area to distract the Players while others must role-play a drunk parent displaying abusive behaviour such as:
 - Abusing their child for poor performance.
 - Abusing the other Players.
 - Abusing the referee.
5. After a few points call the Players together and reflect on the exercise. The drunken spectator represents drunken pedestrians. Discuss what danger drunken pedestrians pose to motorists. The balls flying around should be linked to the many distractions that motorists face while driving e.g. animals crossing the road, potholes, etc.
6. In the closing circle ask Players to share any experiences of road safety incidents they may have experienced.
7. For more information visit the website of the National Road Safety Council of Namibia at www.nrsc.org.na



**Key Messages/Discussion points**

One of the key factors to lead a good quality of life is financial freedom. Financial literacy is the ability to make informed judgments and take effective decisions regarding the use and management of money.

1. Players should learn to manage their finances and save from a young age.
2. They should learn to budget and make good financial decisions.
3. They should know what financial services or products are available e.g. savings accounts, current accounts, fixed deposits, unit trusts.
4. They should know the different financial institutions in Namibia e.g. commercial banks, investment banks, insurance companies, microloan companies, Namibian Post Office Savings bank.
5. They should understand the advantages and disadvantages of borrowing, credit and debt.
Example



Advantage	Disadvantage	Item
●		Credit is convenient. You do not need to carry a lot of money with you.
	●	Credit usually costs more than paying cash. Interest and other charges may be added to the purchase price.
●		You may save money, because you can take advantage of sales.
●		Credit can help if you need money for emergencies, such as unemployment, illness, death or property loss.
●		Credit is handy for making purchases through the mail, telephone and Internet.
	●	You may buy more than you can afford.
●		You can buy things that are needed now when you don't have enough money to pay for them.
	●	Credit ties up future income. When you use credit, you owe money that must be paid back from future income.

6. The Players must understand the importance of raising money as a sports club to buy equipment, clothing, pay for transport, etc.
7. Discuss the importance of assisting those less fortunate than they are, especially in the sports team.
8. Young people should also be introduced to fundraising and entrepreneurship at a young age. They must learn to become financially self-reliant in their clubs and personal lives and not depend on handouts and donations.





ACTIVITY

1. Let's start a Volleyball club.
2. Divide the Players into about 4 groups.
3. Each group is set the task of planning to start a Volleyball club at their schools.
4. The groups must answer the following questions.
 - How will you go about starting a club?
 - Prepare a budget for starting a club.
 - Plan a fundraising event to raise money for the club.
5. Each group must present their answer and then role play how they will attract members to join their club.
6. In the closing circle the Coach reflects briefly on the importance of financial literacy.



**Key Messages/Discussion points**

'Sex' refers to the biological distinction between males and females. 'Gender' refers to the social differences between males and females.

SEX ≠ GENDER

Sex Male / Female

Gender Masculine / Feminine

Biology:

chromosomes, hormonal profiles, internal and external sex organs

Culture:

the characteristics that a society or culture delineates as masculine or feminine

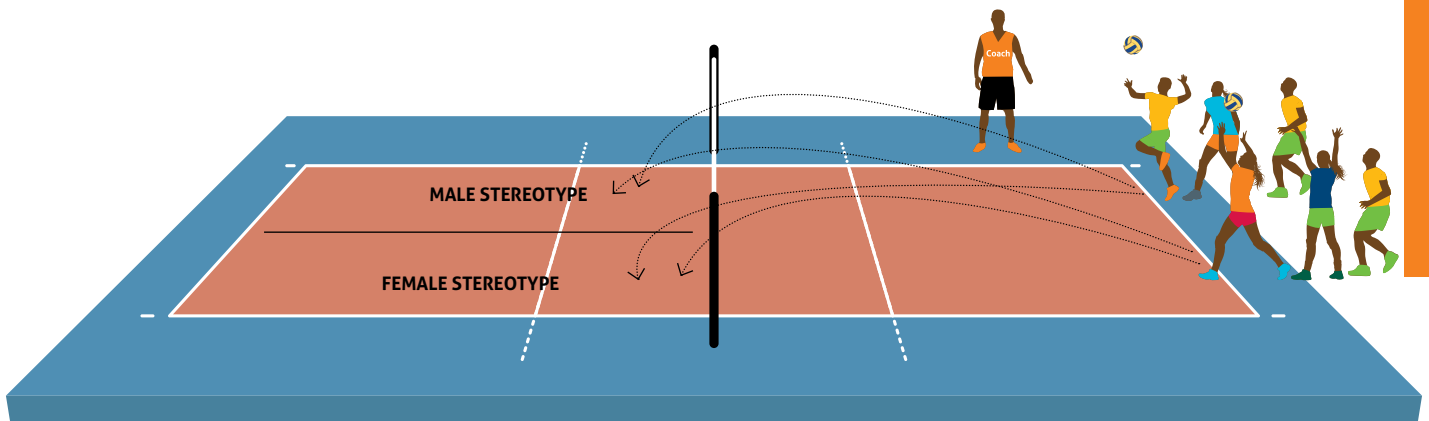
1. Sex describes our body parts—things we are born with.
2. Gender describes what society expects of us because of our sex.
3. Gender norms can be challenged and changed.
4. Discuss gender stereotyping. E.g. Boys play football, girls play netball.
5. Explain the role the media plays in gender stereotyping.



EXAMPLE

In adverts women are used to sell cosmetics and household products but men sell cars, business products and investments.

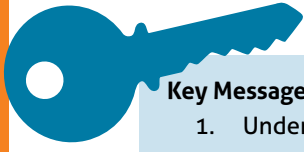




ACTIVITY

1. Players line up in 4 relay teams of equal numbers of Players behind the baseline.
2. The Coach calls a stereotype from the examples below:
 - Women must have jobs such as secretaries, librarians and teachers.
 - Women are nurses, not doctors.
 - Women don't play sports like soccer.
 - Women must be submissive and do as they are told.
 - Men enjoy working on cars
 - Men do jobs such as construction work and mechanics.
 - Men are not responsible for looking after children.
 - Men enjoy outdoor activities such as camping and fishing.
3. The team must quickly decide if this is a male or female stereotype and whether they agree. (Literally maximum 20 seconds then the Coach must blow the whistle).
4. When the Coach blows the whistle, the 1st Players in each team must serve the ball across the net into the male stereotype or the female stereotype half of the court.
5. Ask the Players what they think the correct answer is then announce the correct answer. The Coach or helpers can assist to keep the scores.
6. The Player has to jog to retrieve his/her own ball and serve the ball across the net, the next Player in line can catch the ball anywhere in the court.
7. When the next sets of Players are ready, (this is important so that faster Players don't have an advantage), the Coach calls out another stereotype and repeats the exercise.
8. Teams score 5 points for serving the ball accurately into the correct area. If they serve against the net or outside of the court, they do not score a point and lose their turn.
9. In the closing circle, the Coach facilitates a discussion on gender stereotyping, re-enforcing the key messages from the game.
10. Players share any personal experiences.



**Key Messages/Discussion points**

1. Understand the importance of recycling.

EXAMPLE

- Reduce pollution
- Reduce the need to destroy trees
- Save costs, cheaper to produce goods with recycled material
- Recycling requires less energy



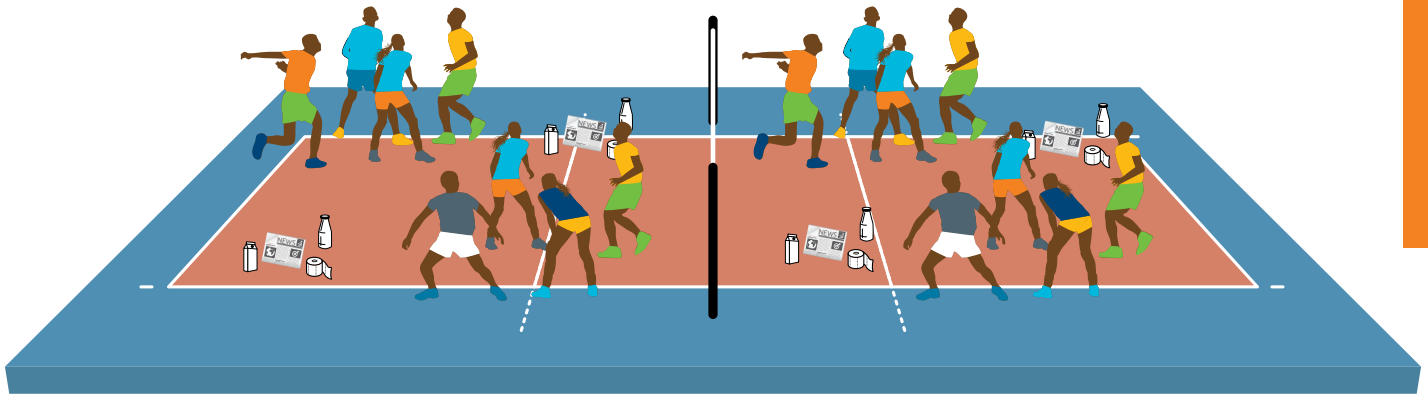
Discuss the effect of litter on the environment.

EXAMPLE

- Litter attracts germs and disease
- Litter can blow into the sea or veldt and be eaten by animals
- It attracts rats and harmful bacteria

2. Involve the Players in creating a clean training or playing environment.
3. Ensure the Players leave the playing area clean after a training session or match.
4. As a team building exercise, the team can also do anti litter or clean up campaigns in the community. This is also good marketing for the Volleyball club.
5. Involve the team in recycling campaigns; this could also raise funds for the team.
6. Explain what vandalism is and how to prevent it. Discuss impact of vandalism.
7. Discuss how sports facilities are often vandalised and how the Players can help prevent vandalism, especially of school property and sports facilities.





ACTIVITY

1. Divide Players into 4 equal groups.
2. Coach distributes more or less equal amounts of waste materials to the groups.

EXAMPLE

- Newspapers
 - Plastic shopping bags
 - Beverage cans
 - Empty 2 litre cool drink bottles and milk containers
 - Drinking straws
 - Toilet paper or paper towel rolls
3. Each group is given the task of Coaching any Volleyball skill using the waste materials.
 4. Each group must create a simple game using the materials.
 5. Each group must present their Coaching session and game to the rest of the group for a maximum of 5 to 8 minutes.
 6. The Coach reflects on how using waste material has a positive impact on the environment. Point out that the Players are recycling old material instead of using raw material. Reflect on the need to recycle.
 7. Players share ideas how the Volleyball club or school can improve the environment.





NOTE TO THE COACHES

- It is really important that these messages are integrated into the training in a fun and exciting way.
- The connected conversations must indeed be conversations and not deteriorate into lectures which bore the Players.
- If the Players are not inspired or motivated they will not come back to your training sessions and may chose unhealthy options instead. This will defeat the purpose of this programme.
- The training sessions must not begin to resemble the classroom! The young people will vote with their feet and they will tell other young people.
- Coaches must involve the youth in giving feedback on the training sessions and how to keep them fun and enjoyable whilst at the same time achieving the goal of Life Skills training and Healthy Living.





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Developing leadership skills will equip the young person with increased personal competences such as increased self-confidence, better communication and better problem solving skills.

Youth leaders can make positive and healthy decisions in life, to avoid risky behaviour and pursue positive behaviour, and to contribute as active citizens to their families, communities and country. They will build new friendships and networks in Namibia and internationally.

Above all they will practice and develop all the competences we identified in this manual and are more likely to lead a Healthy Lifestyle. They are also more likely to impact positively on the lives of others.

Another benefit of offering sport leadership opportunities is that it affords those individuals who are not especially strong at playing sport, alternative opportunities to become involved in sport. Many young people have a real passion for community work and involving them in sports leadership activities can develop their potential to make a meaningful impact on society.



LEADERSHIP ROLES IN SPORT

Organised sport requires the participation of individuals who help manage, administer, organise, Coach and officiate, creating an environment for Players to take part and enjoy their preferred sports. The following are some of the leadership roles that support participation in sport:

- Coaches
- Umpires, linesmen, scorers
- Club & Federation official & administrators
- Club chairperson
- Club secretary
- Club treasurer
- Event organisers
- Team managers
- Fundraising co-ordinator
- Marketing coordinator, etc.

Through normal Volleyball Coaching sessions you will find out who the more talented and less talented Volleyball Players are. By using the Sport4Development and Connected Coaching approach, you will find that Players have many more skills and talents than being able to play Volleyball. Amongst others you will find Players with:

- Good communication skills
- Leadership skills
- The ability to motivate others
- Organisational skills
- Analytical skills



These are all skills that are required to implement effective Sport4Development programmes. However remember that before your Coaching session happens effectively, many other tasks must be done.

EXAMPLE

- The Volleyball courts or training area must be booked.
- The training equipment must be purchased.
- First Aid equipment must be available.
- There must be Players at the Coaching session.
- The activity must be marketed amongst the youth.
- Attendance registers must be printed and attendance records held.

To do these tasks you need trained **Sports Leaders**. The Volleyball4Life Coach is thus not only developing good Players, but he/she is also proactively identifying and developing sports leaders at a young age.

In order for Sport4Development activities to be effective and sustainable, quality leadership is required to take ownership of development programmes at local level. Learners at the school may not be good Players but they may well be good sports leaders.

LEADERSHIP ACTIVITIES IN SPORT

Involving youth in sport leadership activities is a good way of helping them to develop leadership and other competences. When implementing a Volleyball4Life programme we recommend providing youth with the opportunity to take part in Sports Leadership projects.

Examples of leadership activities are:

- **Youth Coaches** – Some young people may not be good Players but they can create good Players.
- **Setting up a Volleyball club at the school.**
(This activity can be linked to many subjects at school. A teacher can supervise but let the youth play the leading role in setting up the school club. Amongst others the youth can market and promote the sport, establish interest, organising Coaching, form a committee and establish competition opportunities.)
- Training as umpires or **technical officials** and officiating in local competitions.
- Organising a **fundraising event** or campaign for the team.
- Organising an interclass **league** with fixtures, results, league tables, referees, awards, etc.

The Coach or teacher should train, mentor and guide the young people but give them opportunities to lead.

Running a club is another way to learn and practice many important Life Skills. If you don't have a good club structure, you will not have effective sport development or Sport4Development programmes. Some of the competences required are best developed off the Volleyball court than on the court.



The Sports Club

One way to ensure sustainability is to form a club. Why should a club be formed?

- To identify and develop leaders.
- To identify and develop good organisers and administrators.
- To form connections with other structures e.g. the school sports association or the Volleyball federation.
- To take part in leagues and tournaments.

By encouraging youth to take up leadership roles in sport, you will easily be able to include many more young people. These competences will go a long way to prepare them for life.

Young people who take up leadership roles in sport will develop knowledge and skills that will help them in other aspects of their life. Roles such as those described above, will develop a young person's leadership and project management skills.



Coaches Planning & Evaluation Sheet

Date:	Venue:
Coach:	Estimated Number of Players:
Total Time for Session:	Actual Number of Players: Male: Female:

Sport Skill	Personal/Life Skills
SPORT OUTCOMES By the end of the session the Players must be able to:	PERSONAL/LIFE SKILLS OUTCOMES By the end of the session the Players must be able to:

Opening Team Circle	Time allocated:
Step 1: The Coach WELCOMES the Players and created a friendly, safe environment.	
Step 2: The Players SHARE any important experience in their lives during the last week.	
Step 3: The Coach EXPLAINS the outcomes for the session.	

Warm-Up	
Time Allocated	Diagram
Describe Activity	
Variations	

Main Part - Sport Skill plus Personal/Life Skill/Healthy Lifestyle topic	
Time Allocated	Diagram
Describe Activity	
Variations	

Conclusion - Small sided game or Activity	
Time Allocated	Diagram
Organisation of Activity	
Variations	

Coaches Planning & Evaluation Sheet

Opening Team Circle	Time allocated:
<p>The Coach REVIEWS</p> <ol style="list-style-type: none"> 1. The session outcomes. Ask the Players to relate what they learnt about the sport skills. Ask them to highlight a few key points. 2. The link between the sport skill and the Personal Development/Life Skills outcome or Healthy Lifestyle topic. Ask the Players to reflect on what happens in real life and share personal experiences. <p>The Coach makes any announcements and closes the session with a chant.</p>	

Self-Evaluation - Score yourself from 1 to 5 Poor = 1, satisfactory=2, good=3, very good=4, excellent=5			
		Score	Notes
1.	Planning		
2.	Opening and closing circle		
3.	Players enjoyment		
4.	Player's involvement		
5.	Sport skill development.		
6.	Life Skill/Healthy Lifestyle topic knowledge improvement.		
7.	Overall organisation of the session		
8.	Variations		
	Total score for session		



“Sport moves
and
educates!”

