

KiwiVolley

Engage, Success, Fun

Our KiwiVolley programme is characterized by enhancing overall general athletic development. Improving basic movement abilities such as agility, balance, speed, and coordination, while improving fundamental sport skills such as running, jumping, throwing, catching, passing and striking are the primary focus.

Fun is critical for us and the key objective of the programme is to encourage participation in sport and physical activity in the hopes of creating life-long interest volleyball.

Using modified KiwiVolley games, the volleyball fundamentals such as, the Set, the Pass, the Serve, Spiking and Blocking can be introduced. However, we only do this in the most simple and basic of ways, used primarily as tools to enhance the development of the fundamental movement skills, and as part of a program which encourages **Success** and fun in a volleyball orientated environment.

KiwiVolley is a game derived from the adult volleyball game with rules and equipment adapted for young people between 5-12 years.

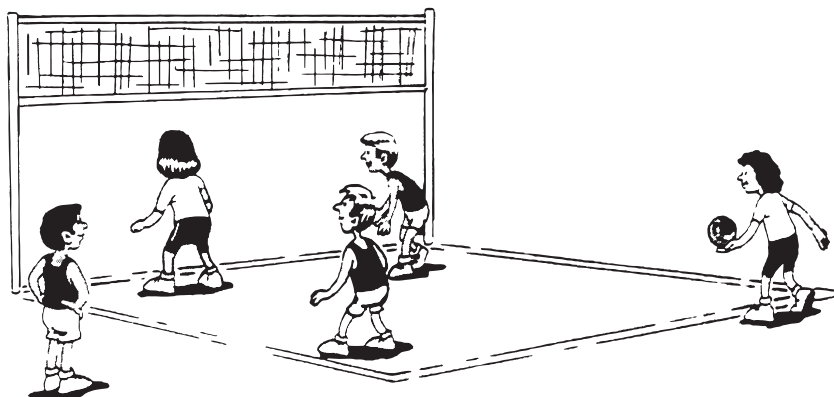
It Features:

- 🏐 Fewer numbers of players
- 🏐 A smaller court area
- 🏐 A lighter and softer ball
- 🏐 A lower net
- 🏐 Rolling substitutes
- 🏐 Simple rules

The smaller distance and spaces, combined with a lighter and softer ball, permit success for even the youngest of players.

As with other modified sport, KiwiVolley is designed to give maximum participation and enjoyable involvement in a game that can develop a wide range of ball skills, movement skills, as well as teamwork and communication skills.

KiwiVolley is an ideal way to *Engage* youngsters in the game of Volleyball. Students will find the progression to College volleyball much easier with having played just one season of KiwiVolley.



Teaching & Coaching Tips



It is important to remember the principals of KiwiVolley *Engage, Success, Fun* when planning, designing and delivering your KiwiVolley session. The below principals underpin good teaching and coaching.

For effective learning to take place a coach needs to be aware of some of the basic needs of good teaching.

The following 3 principles summarise the teaching and training methods of our KiwiVolley programme

1. **Children learn skills best through taking part.**
2. **Children learn best when they:**
 - a) Have a clear goal of what the skill is trying to achieve
 - b) Understand the principles and performance keys for each skill – See *Teaching the Skills* booklet.
 - c) Receive feedback on their performance
3. **Specificity is an underlying principle for learning motor skills**, i.e. “The game teaches the game”. If we want to get good at playing volleyball then we should play volleyball!!!

Volleyball New Zealand’s philosophy of teaching and training can be summarised in the diagram over the page.

Opportunities to Respond, Game like Drills, and Information Feedback are the building blocks to designing excellent drills and games for improving children’s skills.

- 🏐 **Opportunities to Respond:**
Children are given maximum number of opportunities to perform repetitions of the skill.

- 🏐 **Game like - Drills GRILLS**
Drills should recreate aspects of a KiwiVolley game
– See *KiwiVolley Game Like Drills* booklet.

- 🏐 **Information Feedback:**
 - Children should receive specific feedback via knowledge of performance and
 - Children should receive specific feedback via knowledge of results.

Principles and Performance Keys

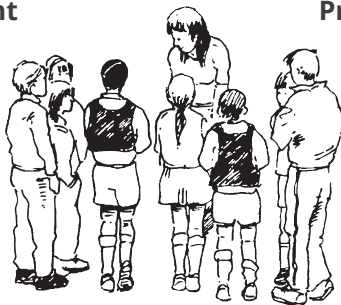
For each of the volleyball fundamentals skills there are both Principles and Performance Keys.

- 🏐 **Principles** are the fundamental truths about the skill
- 🏐 **Performance keys** are the important aspects of each skill. Performance keys provide the athlete and the coach, the key elements to focus on, when executing and critiquing a skill.

The coach should consider how the following impact on their athletes

A good role model
Sensitive
Be consistent

Organised
A good communicator
Prepared



Be a Role Model



The unspoken model given by appearance and the way a person acts is often more important than the spoken or written message.

Dress well and appropriately, be prepared, appear confident, start and finish on time and positive, pleasant and active.

Communicate

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Vocabulary

Use simple and appropriate words.

Voice

This is the main form of communication with your group so keep the following in mind:

- **Speed** – the age of the group, their previous experience and the distance from you may necessitate slowing down.
- **Volume** – vary it to suit the situation or to emphasise important points.
- **Clarity** – ensure each word is audible.
- **Expression** – varying expressions keeps up interest.

Listening

Communication is a two way process. Concentrate on listening to and for comments within the group.

Feedback

You need to know whether the group is receiving the desired message and that they understand. As well as listening observe their actions carefully and ask well framed questions.

Organisation

Make the best use of time, space and facilities by employing simple, clear methods of organisation.

Demonstrating



One simple clear demonstration is much more meaningful than a verbal description. Make sure all group members can see the demonstration and hear your explanation.

Remember, the demonstration may need repeating to ensure that the group members see and understand. Use different positions (i.e. front on, side on). A high quality demonstration is important. If unable to give this yourself, use a skilled child, some other available person or perhaps a video.

Be consistent in modelling high safety and performance standards.

Position

Position in relation to a group is very important.

Both the group and the teacher should be able to see each other when talking or demonstrating. The group should be faced away from distractions such as the sun, other groups and traffic.

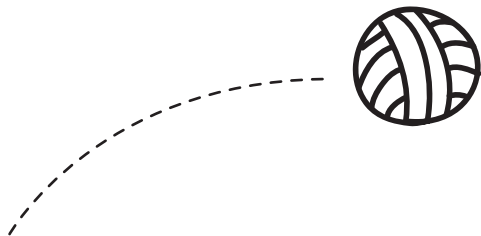
When the group or groups are spread out use a pattern of movement that brings you into contact with all of them. If involved with one of the groups, position yourself so that you can see the others.

Practice & Fun Games

Time spent on practice is directly related to the time it takes to acquire a skill.

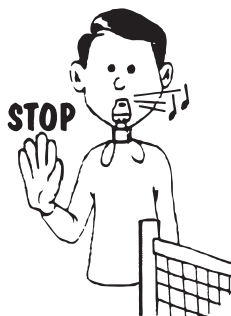
To insure time is used to the best advantage:

- Keep groups small – twos or threes if possible
- Take time to teach and establish the most used formations, grids and patterns of movement
- Use a group to clearly and quickly demonstrate what is wanted
- Establish procedures for quick issue and return equipment.



Control

The ideal is a firm but relaxed control to ensure the best possible learning environment. To assist this:



- Set boundaries
- Define acceptable behaviour
- Establish one way for gaining attention eg. whistle, stop, look at me, listen
- Give simple, clear messages – “watch john” , “try this”
- Maintain a high activity level by keeping talking to a minimum
- Know what your next activity is before finishing the previous one then flow into it without break.

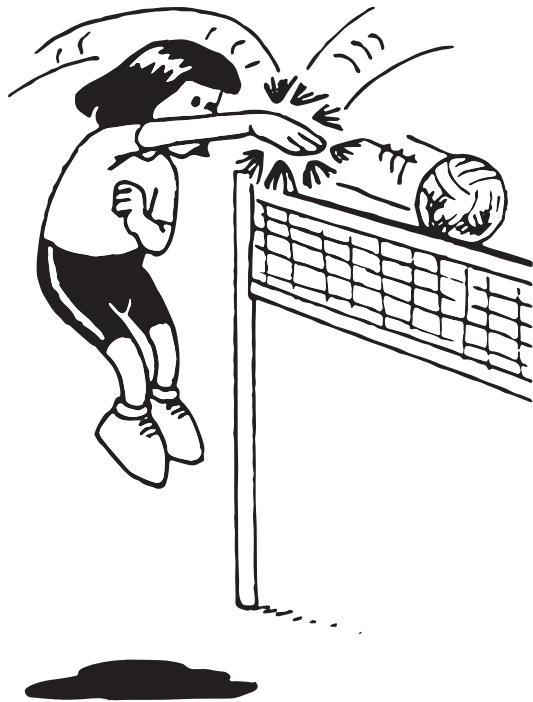
Sensitivity

A good teacher is sensitive to what is happening in the group and is flexible enough to make adjustments when needed.

- Be aware of the reactions of the group and individuals by watching and listening
- Be prepared to change an activity or an approach if it is not working
- Be sensitive to the differences in individuals and try to accommodate them
- Do not ridicule or put anyone down in front of others.

Preparation

Adequate preparation is the base for all good lessons. Even if you are using a pre-planned lesson, time needs to be spent to ensure that you understand the content, know the equipment and organisation required.





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