

CHAPTER 7: THE YOUTH, MINI AND BEACH GAME

USAV TOP TEN GUIDELINES FOR YOUTH VOLLEYBALL SUCCESS

1. MORE NETS AND COURTS IN THE SPACE YOU HAVE.

This means that instead of being able to control or watch the one ball move around (as the group plays six vs. six or, horrors, nine vs. nine) that you will have more than one ball/net/court to watch and teach. Of course, your training area needs to be safe at all times. Volleyball is the most space efficient (“crowded”) court sport and you can get 24, even 32 kids per single regulation basketball court. Share the gym with hoops, soccer, or other programs, by stringing nets up for just half the gym; lots of kids will fit on one half. Buy a divider net that can be tied up to eyebolts wall to wall. Use the big mesh size netting, so those playing the other sports can see kids spiking and playing the game, and want to get involved.

Put up nets next to soccer/football fields. Pick a time that the gyms are not used, even at 7 am (look at what ice hockey and swimmers do for training). Put up asphalt and grass courts where weather permits. The public schools all have facilities that need to be USED after school for your programs. Private schools will more likely do it if a program will pay or provide a service (i.e. train their kids). Build standards and courts, and buy new gear and safer padding rather than pay rent. Use tennis courts; attach a rope or net to the poles in the fence and leave the net up.

Corollary - Make these nets EASY and FAST to set up.

Use rope or Kevlar nets - not cable - and wall anchors rather than standards if need be. A nice Spalding sleeved-pole system that goes up fast works well. Mark the corners of the court with tape, or put down markers (flat thin rubber discs, Sport X's and Lines or such) in the corners. Outside, put down socks and play barefoot, or mark the lines by dragging a foot in the sand.

Corollary - A net does not have to be a regulation adult net.

Each 10 meter long adult net can be made to host TWO kids courts, with a two meter buffer in between. Rope nets are fine, with markers hanging down to separate the court areas. Badminton nets are great for all kids. And in a pinch, one kid standing there can be a net/barrier to play over! Not the old “one net and 20 kids per side”, but 4-10 nets with 2-4 players per side. If no rope, link jump ropes together. Or use 2 kids as the “standards” on each court to hold up the jump rope as the net while the other 4 kids play 2 vs. 2; rotate through, playing short games. The kids holding up the “net” are getting conditioning too. Not anchoring the bottom of the net is fine, even though the ball will not play out of the net.

Corollary - Get more volleyballs!

Each volleyball program should have just as many volleyballs in the storeroom as there are basketballs; and as many nets as well - how popular/fun would basketball be if your gym only had one hoop and one or two basketballs for your whole group?! These balls must NOT be rubber, which hurts and turns kids off. A great choice is the Molten VB “Lite” ball - made regulation size but lighter in weight, and used in the USA Jr. Olympic Volleyball Championships 12 & under division. Brightly colored beach balls, available for about \$1 each are great for younger kids because they travel slower. “Market” balls, the ones that are about \$2 and permanently inflated are also fun options. Even round balloons for any age on a small court can be fun because they also travel slower and are safe. The pattern for a cloth/balloon ball can be found in the on-line **IMPACT Resource** section.

NOTES:

Corollary - Play on any surface.

Use tennis courts, play sitting volleyball on a stage or in the lunchroom, play on grass, sand, concrete and asphalt. The March of Dimes hosts a mud volleyball tourney each year in which they raise about \$100,000. Play in the pool or play in a racquetball or squash court. Sport Courts have allowed USA Nationals to be held on 50+ courts under one roof, (www.sportcourt.com). PowerGrips (like those big suction cups used to carry window glass) allow outdoor court systems to be set up inside. Park and Sun nets are great options for nets that can be used on grass, sand or hard-court, complete with standards and anchor ropes (Parksun@aol.com).

A badminton court with the net raised on extenders is also fine. The court lines need not be fully laid out, but may be created from existing lines, as the court dimensions are just suggestions. For example, put up two nets lengthwise on an adult court, and the end lines and 3-meter lines become the youth sidelines; the sidelines, or the basketball sideline become the youth end lines; and without even laying down lines there will be two courts where one only existed before! Courts may be modified as necessary, based also on safety and available space, as long as they are basically the same in the same gym. **Badminton and Raquetball/Wallyball courts are also EXCELLENT net systems and court space options.**

2. MAKE FOUR THE LARGEST TEAM SIZE

If possible, put up lots and lots of nets, as in #1 above, and play all games like the Olympic Sport of Beach Volleyball, where players cover the whole court, 2 vs. 2. Kids will get tons of learning and touches since when the ball comes over the net, they have a 50% chance of being the first contact, and a 100% chance of touching the ball and very actively learning on the second contact.

3. PLAY FOR HALF YOUR PRACTICE

Kids are not training for the Olympics; coaches are teaching players to LOVE activity and fitness. Learn to teach technique to each player as they PLAY the game, just step in and show what to do right, as all eyes will be on the coach. Never show what they are doing wrong; show what to do, over and over and over again.

Start with the game, and go back to the game. **Drills are used to introduce a skill, but learning how to use them in the game is the key.** Enjoy the game, as the game teaches the game. Why would kids want to play a sport that is no fun, or if they rarely get to play games?

4. SPIKE FIRST AND OFTEN

This is THE skill that all players (no matter the level) love to do, and right now everyone in the world is forced to beg for it (“Coach, when can we hit?”). Do it as their first introduction to the sport at ANY age, using the overhead pass to set things up, NOT the arm-bruising, wince-making, shank-happy forearm pass skill that is too often taught first. **By spiking and serving first and often, more and more kids will join the sport,** rather than be driven off by the forearm pain- inflicting frustration experience.

Corollary - Lower the nets, so they CAN hit. Put them waaaay down so everyone can hit over them easily.

5. TEACH AND REWARD COOPERATION, CHARACTER AND EFFORT.

This is a game that has a National Championship for Coed Open level play, that tens of millions play at the park and recreation/church level as a way to meet new friends. Let them move, run, throw and play hard. Help kids train hard both BEFORE and DURING the practice. Karch Kiraly set up the gym and prepared it himself when he was captain. As leaders, coaches need to do the basic “grunt” work of the sport - running an event. This is a blue collar, hard work ethic sport to win. Marv Dunphy, USA 1988 Gold Medal coach noted that one of the rarest things is to see a player make full effort in training all the time. Reward cooperation, have FUN and worry about technique less/later. Remember, if players can show the technique without the ball then they know it; they just need more experience to read, anticipate, react, judge and time the ball in motion.

Corollary - Good teams know the “Better the ball” concept ... as a good citizen and as a team player.

6. TEACH THEM TO TEACH THEMSELVES

If you have a class of 25 kids in a 30 minute session a coach can only give about a minute of individual attention to each kid. Each athlete needs to “get good” during the other 29 minutes when coaches are not paying individual attention to them. The tossers and servers should be the players, acting as “assistant coaches.” Active learning is always preferable. To quote a bull riding camp brochure, “Plenty of bulls, lots of riding”. A team can also perform practices, drills and plays designed by the players.

7. SHOW THEM RATHER THAN TELL THEM.

Remember, words have very little meaning to beginners. The more coaches know, the more they try to tell their players, and the more they confuse them. **Ask them questions; do not just tell them the answers.** Guide players to make timing and judgment adjustments, not just technique adjustments.

"I hear, I forget; I see, I remember; I do, I understand."
~ A Chinese proverb ~

"See one; Do one; Teach One."
~ This Old House TV Show ~

8. CREATE A POSITIVE, FUN ENVIRONMENT

There should be no fear of mistakes. Get excited about players "doing it right", and ignore most of their errors. **Teach them to make good mistakes, rather than bad ones.** Coach proactively, not reactively. Be consistently specific and positive in giving feedback. **If it starts with the word "don't", then don't say it.** Avoid all sarcasm. Talk only in the positive. Say what they should do, and avoid the "don'ts". Problems are stepping stones, not obstacles. Be enthusiastic; **"Nothing great was ever achieved without enthusiasm"** (R.W. Emerson).

Corollary - Be Consistent -

Kids need their coach to be positive in practice and in any competition, not a Dr. Jekyll and Mr. or Ms. Hyde.

9. MAKE THINGS AS GAME-LIKE AS POSSIBLE.

Given the choice of a drill or a game, everyone chooses the game. At this level, **learn to create "games" that are actually drills**, and make them game-like with the ball going over the net, keeping score and such. **Even the "warm up" should be a game using balls**, one vs. one over the rope (three hits in a row by the same player is OK here). Set up stations, even using the "volleyball training devices" (commonly called basketball hoops) for games of one bounce for setting and passing accuracy.

Corollary - Help kids MOVE on the court.

Stop doing things that teach players **not** to move. Start playing 6 vs. 6. One of the unique things about volleyball at the starting level is that tactically to win, teams often will play poorly - a one-hit team will often win against a 3-hits-per-side team. Pair passing teaches players to NOT move. Warm up with running to and through the ball, not running around the court. Stop playing "bump ball" where the kids just stand and pass the ball over the net.

Corollary - Let them serve OFTEN, but in brief 1-2 minute periods. This is more like the game is played. Serving, which is a closed motor skill (i.e. the only skill kids do all by themselves), will be the skill with which they succeed the fastest. Indeed, coaches may need to change the rules and only let a kid serve a maximum of three serves before a new server rotates in.

10. MAKE SURE TO HAVE SCORING AND "CONSEQUENCES"

Use rally scoring for kids. Play for 5-10 minutes each "match" with the winner being whoever is ahead at the buzzer. Modify League play so score is not kept. Use "festival finishes" at the end of the league. Delay the start of competition using scoring until the end of the season and find ways to **REWARD learning.**

NOTES:

Corollary - Use loss of playing time as the “consequence.”

Do not use physical activity as the punishment, (e.g., running, sit-ups or pushups), as this teaches kids to dislike physical activity rather than embrace it. The beach game teaches the idea of “winners stay on”. As does the #1 favorite of all kids ... King/Queen or “*Monarch*” of the Court, where the winning side gets a point, then they move to or get to stay on the winners’ side.

Corollary - Score cooperatively first, use transition scoring second, and competitive scoring third.

- ⇒ **Cooperative scoring** -As defined by the coach where a point is scored by the entire team each time the ball crosses the net after three hits. Scoring can vary, but for most groups track how many in a row both sides of one court gets in competition against other courts. In this version, teams would not get points for hits going over the net in one or two contacts, but they would not go back to zero until an error is made. For fun, throw in the unique “Alaskan Rule” of letting the ball be hit four times per rally to keep the total going, or use the Chinese nine-man rule of allowing out of the net play as an additional contact.
- ⇒ **Transition scoring** - The players cooperate to a certain level or point, and once reached, the rally becomes competitive using any of the competitive scoring methods. This is much like the tradition of rallying for serve in table tennis
- ⇒ **Competitive scoring**- Use rally scoring. This point-on-every-serve is the way the game has been played by children all over the world since 1999 and in the Olympics since 2000.

Youth Registration Process

Registration is handled by the local USAV Member Organization Agency, or the USAV Regional Volleyball Association covering each state. In addition, USAV is working closely with the **United States Youth Volleyball League** for its programming nationwide. Contact them at (888) 98-USYVL or by email usyvl@aol.com and get involved! Decals, roster forms, programming and other items are available through the USYVL.

In closing out these Top Ten Guidelines, coaches are urged to share their ideas and secrets in order to help grow the game for all kids. As seen in the rest of this chapter, there are many more ideas that are valuable, if not in the top ten list. Everything changes, so take time to read all the new ideas in this project, as many will help coaches at all levels of the game! Kids all over the world play volleyball over any barrier they can find, such as low chain link fences, logs, rope or string. American coaches must learn to be as creative in making places to play for all kids.

MINI-VOLLEYBALL FOR YOUTH

Many studies show that the motor experiences such as youth volleyball provides improved intellectual development. Cooperation, anticipation and imagination skills are an inherent part of what is fondly called “mini-volley” in all countries and is often called “youth” volleyball in the U.S. (internationally, “youth” is 17 and under).

It takes time and it is difficult to become proficient at volleyball. Most other American sports permit the players to pause with the ball without penalty or allow a player to take the ball “coast to coast” without interacting with teammates to score. In volleyball however, every contact must be rebounded which results in many errors. A maximum of three contacts makes for even more possibility of errors because no one player can make all three contacts. Feedback during skill performance is also limited. Patience is paramount, both in those teaching and in those learning. Volleyball does not copy the experiences of any other sport and needs unique training, both mentally and physically. So, the more like the game of volleyball the drills are, the sooner players will have success in the game.

Teaching is more Important than Training

By teaching fundamentals through game-like drills and the Socratic Method that promotes problem-solving and self-coaching, players will be able to sooner play the game better than if only games were played. In drills, focus on individual fundamentals and improving each player’s performance. Help every player see his/her improvement, no matter how small that improvement, or that player, may be. **Above all, it is a game, so keep it FUN!**

Additionally, youth volleyball provides an improved environment for teaching youngsters some important values. In volleyball, more than in any other popular sport, *teammates must cooperate for success*. **Valuing and stressing process and performance over the outcome of any game is important.** Develop skills in the areas of anticipation, handling pressure, decision making and fairness, working together and accepting responsibilities. Remember, and reinforce, that players come first and winning second.

Volleyball is meant to be fun; in competition, one finds the excitement of confrontation. It is a chance to compare where one is at in terms of skill level, and to learn and improve. Competition can affirm oneself or, though continual failure, strengthen self-doubt. **Contests in youth volleyball should be a daily event, not a final event - cooperation should always be stressed.**

While one need not be a volleyball player to be a good volleyball teacher, one must know how to be a good volleyball model. **It is essential that coaches have a good idea of how to model the skill fundamentals without using a ball.** Show young players what is wanted from them. Do not just tell them. Again, words have very little meaning to beginners. **Young players learn most by imitation.**

CONCEPTS FOR TEACHING MINI-VOLLEYBALL

Keep in mind the following:

- **Play on a Smaller Court**
Suggested court dimensions are 3 X 6 meters or 4 X 8/9 meters for two against two; 4 X 8/9 meters for three against three; and 6 X 12 meters for four against four. A small court requires less movement and power demands.
- **Use Smaller Teams**
An increased number of contact chances per player are found within teams of two, three and four. This is important in keeping every player very active, as well as in speeding the development of fundamental skills by increasing the number of ball contacts per player. A smaller team size simplifies playing tactics.
- **Use a Lower Net**
The height of the net can range between 1.50 and 2.0 meters. For more experienced youth, and even to introduce the game to any age player, hook them with the thrill of spiking from the start (and blocking, later) by using a lower net that allows them to hit down - this is the motivating skill!
- **Use a Different Ball**
Use either a softer or lighter No. 5 ball, like the Molten VB Lite, Tachikara Volley-lite, Mikasa Ultralite or a #4 sized volleyball. This lighter weight makes for a “painless” ball. Special oversize volleyballs that are like leather-covered beach balls are also available for training. Beginners, especially in the under-eight age group, can use foam balls covered with waterproof and tear-resistant “gator-skin.” USA Volleyball designed a “balloon ball” and information on pattern instructions may be found on the website’s **IMPACT Resources** page. There is also a new “ultralite” volleyball available from Molten for kids ages 6-11.
- **Follow Simplified Rules**
Judgment of ball handling errors should be loosened to promote the acquisition of skills. The attempt to do the skill right is more important than if the ball were cleanly handled.

Illegal double contacts are still not permitted. However, the regular rule which does not permit the ball to “visibly come to rest” is loosened. Rotation order is still used. Encourage players to call their own violations. Youngsters want organized games but not complicated game rules. Create and use non-standard methods for scoring.

NOTES:

Use Age Groups for Competitions

Co-ed play within three age groups allows for fair contests. Players are always permitted to play up in higher age divisions, but not in one lower than their standard age bracket. One of the unique aspects of volleyball is that it is a sport that can be played coeducationally at all levels, a common situation in school classes. Developmental differences are not that great before age 12 and any skill level can be played coed. Mini-volleyball can be, but does not have to be, divided into the following three age divisions:

- Setters: 7- and 8-year-olds
- Diggers: 9- and 10-year-olds
- Spikers: 10- to 12-year-olds

These are just guidelines and should be based more on the experience level of the players, not just their age. Junior Olympic Volleyball youth divisions now exist for six-on-six teams aged 12 and under at the national level and even 10 and under in some local leagues. USA Volleyball has instituted a new membership category for youth 11 years and under. Players older than 12 can also benefit greatly from competing in 3-on-3 or 4-on-4 game play. Practices and contests can be co-ed in all mini-volleyball divisions. There may be an overlap in ages as long as the skill performance abilities are roughly equal within the group; experience with the game is more important to all levels than age or even player size.

Participation is Priority

Get every kid to play. Do this by working with the school PE teachers, the Youth Activity programs of Boys and Girls Clubs, YM/WCAs, Girls Scouts, Park and Rec and other programs, where gym access is more established. Getting enough coaches is part of the need and the challenge too. Recruit parents, current and past players, and teachers. Offer to teach the game to younger fans after each collegiate or high school home match, as part of the booster program. Have the 14-18 year old junior players COACH once a week for just one hour. This is for kids 4-10 years old, including 20 minutes of teaching and 40 minutes of playing, as part of that evening's 2 to 2.5 hour practice. **The older kids will become better players by coaching**, and the younger kids will have fun and get a great early start to the game.

Disabled players may play easily with able bodied, and all levels can play sitting volleyball, where the game is the same except the net is one meter high, the six person court size is 6 x 5 meters, and players may not lift up off their behinds to attack the ball, but may go lower to defend or pass.

Players should be given equal playing time through the use of unlimited substitution and rotation. Permanent teams are an option, but are not required. One of the main objectives, which can be met while learning the fundamental techniques, is simply to have fun.



Photo by Steve Rheinschmidt

When playing and practicing, long-sleeved shirts (or sweatshirts) are strongly recommended, especially in the first week. This will protect the forearms when passing and on floor defense. Uniforms are not required, nor are numbers. If competing against other schools or clubs, matching numbered uniforms are encouraged, as they provide special elements toward team unity and program identification. Kneepads are not required since the focus of floor defense is to move to the ball on the feet. However, for more experienced players, and on some surfaces, kneepads are encouraged.

Safety

Jewelry of any sort should be removed. If an item must be worn for religious or medical reasons, it should be taped down or padded well. The playing area should be checked regularly for safety. Standards should be stable, well-anchored and padded. Any wires should be padded near the floor and marked along the entire exposed cable. Ropes or net cables and accessories should also be padded, especially any winch or protrusion on the standard or net. Antennas should be secure. Wall fixtures and windows should be given a close look and the entire gym floor should be examined from a safety point of view.

Bip, Bip, Bam!

The desired general pattern of play uses all three contacts. The fundamental pattern is **PASS** ("Bip") - **SET** ("Bip") - **ATTACK** ("BAM!") and should be incorporated into practices, drills and games to help players to develop quickly. The "attack" contact in the younger age divisions can be done using the overhead pass. Players should first learn to be clever and place the ball where the opponents are not. Then introduce the standing spike or roll shot. Finally, let players attack daily using a jump, at which time the net may be lowered and/or the court lengthened to 6 meters. Rules and equipment guidelines are flexible. Having fun, acquiring solid fundamentals and playing safely are prime areas to emphasize in both practice and competition. Even when modifications are needed for either rules or equipment, these two critical areas are not to be sacrificed.

WHY PLAY BEACH VOLLEYBALL?

The beach game is **GREAT** for improving your indoor skills/game. Whatever the player weaknesses, they get to work on them often. Unlike the 6 person game, players touch the ball in every rally, and with just two to cover the court, players learn to read and anticipate much better. Dealing with the sun and wind helps them become more adaptable. Player height is less important outdoors - ball control and skill are most important. It is a great way to improve players' jumps. Communicating effectively is essential in this sport, and the game helps teammates to grow stronger together.

A lot of indoor players are specialists, but on the beach you need to play all phases well, and you need a lot of ball control.

~ Karch Kiraly, Olympic Gold Medalist

Scrambling Around

It used to be that coaches of indoor volleyball programs wanted their players to avoid playing games at the beach. Rich McLaughlin, a former Loyola Marymount University men's volleyball coach, explained how the sand game benefited his players:

"I've always told my players to play in games at the beach during the off season. It helps in so many ways. First, there are fewer guys around that can bail out your mistakes. Playing at the beach works your ball control skills. It seems it's always the beach player who steps in from the back row to set the ball after one of those inspirational digs by the setter. Those transition plays win matches."

"The sand also helps you work on your speed and agility. Indoors you'll expand your digging range and be quicker in pursuit after balls. A player like Corin Bemus (AAA) really shows that he played a lot of beach ball. He can do it all out there – hit, set, block and coaches love to have those types of athletes. Staying focused during a beach game requires a big level of concentration. Deal with any distraction after the game. During the game, focus on jump serving and passing. Set personal goals. And, of course, I remind them of the LMU way – compete, don't just play."

Many top level coaches encourage their players to play as much as they can on the beach. Just refrain on the day of the match.

Play Better Indoors...Through Outdoor Competition

Give players a break from coaching, while increasing the number of touches they get on the ball, by letting the JOV athletes play in summer outdoor two-, three- and four-person competitions. Let them play!

Important NCAA Ruling: Bylaw-Competition w/ Professionals:

An individual shall not be eligible for intercollegiate athletics in a sport if the individual ever competed on a professional team (per Bylaw 12.02.4) in that sport. However, an individual may compete on tennis, golf, two-person sand volleyball or two-person synchronized diving teams with persons who are competing for cash or a comparable prize, provided the individual does not receive payment of any kind for such participation." (Effective Date: August 1, 2002).

NOTES:
**NCAA SAND VOLLEYBALL:
Sand Volleyball is now an emerging collegiate sport for women!**

In August 2010, sand volleyball officially became an NCAA Division II Emerging Sport for Women and in August 2011, it will achieve that same status for Division I schools.

NCAA Division I & II:

- addition of sand volleyball to both NCAA Division I and II programs
- addition to the list of emerging sports for women by August 2011; 40 or more universities must start the program within the next 10 seasons to be eligible to hold a national championship.
- NCAA's national Student-Athlete Advisory Council supported the sand volleyball initiative
- adds new opportunities for women to compete collegiately in a popular domestic and Olympic sport.
- opportunities to engage a new generation of volleyball players at the youth levels
- expands the existing pipeline of athletes and coaches for the U.S. to maintain its competitive advantage in the international levels of the sport
- **USAV** beach programming includes annual Beach Collegiate Challenge, Beach Coaching Education (BCAP), Beach High Performance and National Teams, the Junior Beach Tour, grassroots and development camps, as well as training opportunities for new beach officials

Play Games Outdoors Often

One inaccurate thing heard too often is, “*My coach does not want me to play outdoors*” because:

- a) The Olympic teams stop playing a year before they fight for medals because the games are different.
- b) He/she thinks I need a break from playing volleyball or I will burn out.
- c) The beach volleyball coaches/players are too laid back.
- d) I should become a better-rounded person by playing more sports than just volleyball and the team needs me, too.
- e) All of the above.

Following are some “best answers” to the above concerns:

- A. Yes the game is different. So is the high school game from the collegiate and the international game from the “AA” level. It is still **playing the game** and we need to do more of it. The NCAA lets schools identify sports as varsity, so why not have your local college start a varsity doubles program in the spring/summer? Why not make the matches be played by men and women, then coed, with all games counting to final victor? If track athletes can run in both indoor and outdoor track seasons, giving them 44 weeks of training permitted, why not have indoor six-person teams head outside and have six squads of Olympic development training players? *In fact the American Volleyball Coaches Association (AVCA) is successfully lobbying the NCAA for just that - competitive Beach Volleyball as a collegiate sport!*

Those who have had the fortune to work with Dr. Carl McGown or read and understand Dr. Richard Schmidt’s motor learning and performance books, are aware that random training helps players solve new situations better and helps retain what is learned better and longer. There can be no better situation for random experiences in game-like ways than in outdoor doubles volleyball. Athletes are playing with a different ball, each covering half or more of the court, with sun, wind and uneven court surfaces plus changing sides every four to five points scored.

For something **really** different, play Wallyball! It is a great chance to put players into new situations using volleyball skills and learn new things. Visit www.wallyball.com for more information on this sport.

- B. For most athletes (and some coaches as well) “burn-out” is translated as, “**Someone has made this game not enough fun anymore.**” Too often for the players, it is the coach who makes the game not fun. Fill in the blank in this statement, “*Coach, when do we get to _____?*” The top two answers are always **hit** or **play**. Others include ...*scrimmage...compete...perform*. Players have said this countless times and coaches are not hearing the message which really is, “**Coach, when do we get to stop these drills and start to put the ideas into effect where it matters—the match?**” Burn-out is caused by practices that are not playful or play-like enough. We **play** games...we do not “work” or “train games”!

Coaches often note how players get better after a one-day event. Many a coach, driving back from a one-day USA Volleyball event has observed, “**Gosh we sure got better in this tourney today; I am so proud... pleased... happy...with their play...we really learned a lot...they started to understand what we have been practicing...we almost made the playoffs.**” Stop and count how many hours of game-like training under competitive situations those matches added up to. A pool of five means four matches of two or three games for about four hours. Coaches then wonder why they don’t get that kind of productivity in two-hour practices. Play more instant winner triples, king/queen of the court doubles, wash-scored four-person to three points, etc. and they will!

- C. Beach volleyball coaches are so laid back, they basically are not found. According to recent SGMA surveys, almost two million folks list beach volleyball as their favorite activity. Nine million, five-hundred and fifty thousand adults played at least one time a year. So who is coaching them? How can they play so well without coaches? When you mention the concept of a “beach coach” you get names like Pat Zartman, Mary Jo Pepler (1960s Olympian and WPVA veteran) and even Sinjin Smith or Jon Stevenson as clinicians. But the fact is that the game of doubles is its own coach. It is fun and it teaches players to work on their weaknesses in game-like, competitive situations.
- D. No matter where they are people are floored by the fact that Americans are so limited in training time in high school and college sports. They consider it “un-American.” Is a chemistry whiz forced to stop after three months of learning and become an English major, only to stop three months later and become an economics major? Do cheerleaders only get to cheer for three months before they are banned from training with their coach until August of the next year?

Do those in band, after three months of lessons, have to change from the tuba to the flute and then to some other musical instrument in another three months' time? Do golfers only play three months a year or swimmers only swim with training for a certain period of time? No, this is not done, because following one's passion and doing it year-round is a big part of what made the USA the power it is today in all areas, not just volleyball.

- E. If players, parents and coaches want to increase skill level indoors, in order to win starting positions, championships or scholarships, then it would be wise for them to encourage their athletes to play outdoors. How often? Until it stops being fun. The more they play, the better they'll get. There are few clearer motivators than the phrase, "Winners stay on." JOV coaches must learn to let players play outside and not worry about them not being "in your control."

ADDITIONAL RESOURCES

⇒ If you want to read more about the volleyball topics below, or others related to this chapter, download and print out the articles found at www.usavolleyball.org under the Resources tab, then click on the Education, IMPACT, and IMPACT Articles links.

- [Top Ten Secrets About Coaching Kidz Volleyball](#), John Kessel
- [USAV Cloth/Balloon Ball Pattern](#)
- [USAV Mini-Volley](#)
- [Beach Volleyball History](#)
- [Beach Volleyball Basics and Rules](#)
- [Outdoor Volleyball Protocol](#)
- [How to Run a Beach Volleyball Clinic](#)
- [The 15 Minute Outdoor Volleyball Officials' Clinic](#)
- [Sand Volleyball Court Specifics](#), Ali Wood Lamberson
- [Play Better Indoors...Through Outdoor Competition](#)
- [Sand Volleyball - Emerging NCAA Sport](#)
- [Volleyball for All Ages](#), John Kessel

⇒ Also look for the following in your local library or on-line:

Coaching Youth Volleyball, 4th Edition ©2007, by American Sport Education Program & USA Volleyball. This 4th edition was produced with a definite USAV National Office flavor, as staffers & kids took part in the efforts to produce this updated version. This book is available on the USAV Website, and is used as the textbook for the ASEP Coaching Youth Volleyball on-line course.

Go Girl! © 2003, by Natalie Cook with Robert Drane. Natalie shares 4 pivotal years spent searching & preparing for gold-medal excellence. Go Girl reveals just how Natalie overcame the demons we all face in trying to achieve success: self-doubt, fear of failure, physical inadequacy and lack of focus.

Beach Volleyball ©1999, by Karch Kiraly and Byron Shewman. Kiraly explains and demonstrates every technique-serving, passing, setting, spiking, blocking and digging. He also presents the 23 best practice drills to improve each of these important skills.

A Guide to Winning Doubles Volleyball © 1997, by Dennis Hare & Daphne Sanderson. This book explores beach volleyball history and covers the fundamentals of the game. The offensive and defensive strategies of the game are outlined, along with the unique aspects of the women's game, coed and the grass game.

NOTES:

NOTES:

