



Confédération
Européenne de
Volleyball

2019 CEV COACHES CONVENTION

WE ARE ONE VOLLEYBALL TEAM





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From the educational game to Volleyball.

HOW TO INTRODUCE VOLLEYBALL TO BEGINNERS

HOW TO MAKE TRANSITION FROM MODIFIED VOLLEYBALL GAME TO REGULAR VOLLEYBALL



1 – Start Playing

4 type of activities



- **Volley S3**
 - Type of game that starts with a service
- **Spikeball**
 - Type of game that starts with a spike
- **Starter games**
 - Educational games and games to teach spikeball
 - Games to build the motor skills and the confidence with the ball
- **Games for technical movement training**
 - Orientation of the game towards the teaching of Volleyball techniques

Volley S3 Red



SpikeBall Red



Aspects that limit the expressiveness of the child

- **The ball that arrives**
 - Initial fear for the impact with the ball
 - Confidence with the ball
- **Ball distance**
 - The movement towards the ball
 - The advance of the trajectory of the ball
- **The postponement in the opposite playing field**
 - The ball over the net
 - The ball in the free space of the opposite playing field
- **The difficulty of the combined movement**

The chance to block the ball



- **It allows you to stabilize the relationship with the trajectory of the ball**
 - From the attempt to grab the ball to the game that imitate volleyball (rebound)
- **It let you to relate to the ball (optical analyst)**
 - «the child under the ball»: aspect related to the development of the dribble
 - «the child over the ball»: aspect related to the development of the bather
- **It allows you to organize your movement in the space**
 - From the movement towards the falling ball to the advance compared to the ball
- **It allows you to organize the individual competence spaces**
 - From the management of your own space to the cooperation to spike

Volley S3 – white level



Volley S3 – green level A



Volley S3 – green level B



Complementary games



- **Grow children's motor skills**
 - Instinctive laterality / amplitude of the movement / confidence with the ground
- **Increase the dynamics of motor games**
 - Speed of segmentary movement / situational reactivity
- **Increase the confidence and the control of the ball**
 - hands – ball / foot – hands – ball / shift – hands – ball
- **Facilitate the organization of your own action space**
 - Individual competence spaces and organization of the competences
- **Improve cooperation**
 - The step to improve the effectiveness of the action

Organizing the way to play



- **The game 1 vs 1**

- Useful in the adjustment to **the ball that arrives**
- Useful to obtain the point while returning the ball in the opposite Volleyball field

- **The game 2 vs 2**

- Useful to teach the **cooperation** to be more effective
- Useful to finalize the game action to attack shots

- **The game 3 vs 3**

- Useful to introduce the concepts of **block** and **dig** (limiting the opponent's spike)
- Useful to teach the **situational advances** of Volleyball
- Useful to teach team values

Volley S3 – 2vs2



SpikeBall green – 2vs2



SpikeBall red – 2vs2



2 – Didactics

Methodological concepts



- **Didactic steps/ Learning stages**

- Each step can be understood as a **single workout**
- Each step can be understood as a **didactic unit** (program organized in a variable number of training sessions)

- **Every educational step includes**

- **Technical goal** – tool to play / how to win the point
- **Organization of the game** – Rules / Players / Skills
- **Educational purposes** of the game
 - Purposes related to learning and correction the movement
 - Purposes related to organization and cooperation during the game
- Expressions of **tactical thinking** – Observe and Understand / Choose and anticipate

Methodological concepts



- **Each educational step based on an element of the game**
 - **The child and the ball in the game space**
 - Recover the ball / Bounce the ball on your body
 - 1 touch ball games
 - games 1vs1
 - Tactical thinking
 - To anticipate the intentions of the opponents / Put in trouble the opponents (trajectories of the ball)
 - **The ball and the net**
 - The ball that passes over the net gives more time to move/ Anticipate the ball
 - 1 touch ball games / 2 touch ball games
 - Games 1vs1 – 2vs2
 - Tactical thinking
 - To anticipate the ball / To limit the opponent's spike / Take the opportunity to have the best condition to spike

Methodological concepts



- **Each educational step based on a technical element of the game**
 - **The ball and the opponent players**
 - Free spaces in opponent's volleyball fields / how to attack the opponent's volleyball fields
 - 2 touch ball games / 3 touch ball games
 - Games 2vs2 – 3vs3
 - Tactical thinking
 - To build the attack action / Put in trouble the opponents (spaces and speed of the ball)
 - **The Child and the Teammates**
 - The postponement in the opponent's volleyball fields / the transition of the ball to the teammate
 - 2 touch ball games / 3 touch ball games
 - Games 2vs2 – 3vs3 – 4vs4
 - Tactical thinking
 - Don't attack makes the opponent's game easier / Unpredictability and anticipation of the game

3 – Regular Volleyball

From Volley S3 to Volleyball



Problems in transition to regular Volleyball:

- **The game space / the increase of individual space**
 - Ball recovery and dig
 - Needs for technical movements and ability to control the ball
 - Need for executive safety and personality
 - To limit the strength of the opponent's attack and the block
 - Need for organization of the team if the ball is played by opponent's team
- **Number of Players**
 - The roles and the way of the specialization in the role
 - Awareness of the strength and of the individual points of weakness / Wishes
 - Movement teaching / technical teaching / Game teaching
 - Need for the organization of the team to attack in the opponent's volleyball fields

From Volley S3 to Volleyball



Problems in transition to regular Volleyball:

- **The organization of individual competences**

- Tactical systems

- The organization of the reception and attack system
- The organization of the block and dig system
- The organization of the dig and rebuilding system
- The organization of the recovery of the suffered block

- **The communication**

- Responsibilities (intervention – in the moment of the set– in the team)
- Personality and leadership

Thank you for your attention!

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