

Sport For Development and Gender Equity

Volleyball Facilitators' Activity Guide



Volleyball

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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 work in 2014 through the **'Sport for Development in Africa' (S4DA) Regional Project** to establish sport as a means of achieving development objectives in selected African countries. S4DA aims to create access for children and young persons to development opportunities through sport, with a strong emphasis on promoting **gender equality** and fostering inclusive participation.

The project focuses on improving access to infrastructure and the sustainable implementation of sports tailored to local contexts. In collaboration with local partners, S4DA has integrated **gender-sensitive approaches** to ensure equitable access to sports for both women and men, girls and boys, to address systemic barriers and promote empowerment through sports.

As of 2024, S4DA is implemented in Kenya, Senegal and Tanzania (Zanzibar) while supporting activities in other selected African countries.

This Facilitators' Activity Guide presents a summary of the activity sessions from the main manual focusing on specific sport discipline. Please refer to the main manual for more content on Sport for Development, Gender, Safeguarding in Sports and Coaching basics.

The main manual has been developed through close collaboration between **S4DA** and its **partners** in Zanzibar, ensuring it addresses local needs and priorities, particularly regarding gender equality in sports. It is a practical tool aiming to equip sports facilitators with the skills and knowledge necessary to create safe, inclusive, and empowering environments for all participants, particularly women and girls.

The following institutions and individuals played a vital role in developing this manual, contributing their expertise to the content:

Department of Sports (Ministry of Information, Youth, Culture and Sports), Zanzibar

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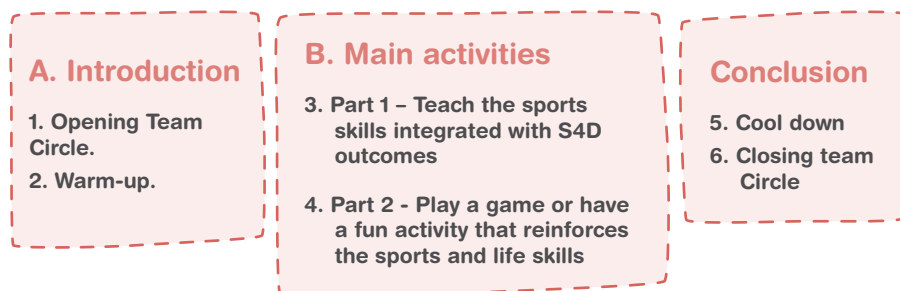
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Chapter 1

Structure of S4D Session

PREPARING AND STRUCTURING TRAINING SESSIONS



Sessions should include the following 3 phases, as shown in the diagram below:

Let us take a closer look at the stages. Remember that this is a guideline. A good S4D coach can adapt the session to the situation you are in.

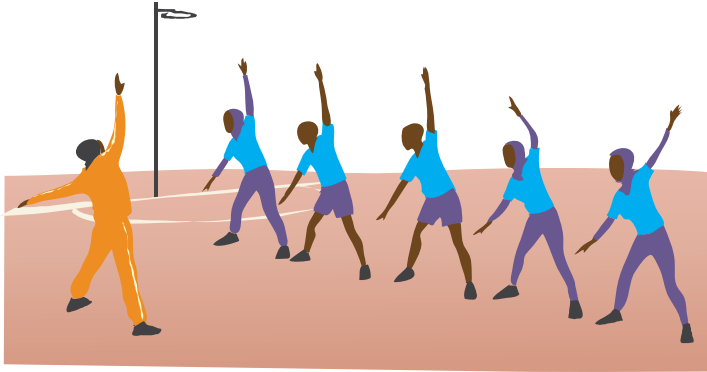
A: Introduction

1 Opening circle

The sessions start with an opening team circle, as described above. In each of the following sessions we will remind you of the structure of the opening team circle. Make sure you introduce the sports outcomes and the S4D outcomes.

2 Warm-up activity

A warm-up is a routine of light exercises at the beginning of a training session or before a competition. Why do you need to warm up the players?



- It **prevents injuries** – Cold muscles are tight and more prone to tears or strains. A warm-up loosens things up and gets the body ready for the session.
- It **boosts performance**: Warmed-up muscles work better. Players have better range of motion, power and coordination.
- It **develops mental focus**: A good warm-up helps the athlete to get into the activity and prepare mentally.

B: Main part

3

Part 1 – Introduction to the sport outcome, integrated with the S4D outcome

- This is the core part of your session where you will focus on specific sporting skills or tactics that are linked to the S4D outcome.
- Break down the skill into smaller, achievable and manageable steps.
- Use a variety of fun drills and games to keep players engaged.
- Give clear instructions and demonstrations.
- Give feedback and encouragement to the players and provide opportunities for them to give feedback and encouragement to each other.
- Ensure inclusivity and have progressions and variations to include girls and boys where appropriate. Provide challenges for the more talented players.
- During this part of the session, the coach must constantly create opportunities to integrate the S4D outcome into the session. For example, if the topic is communication, the players must have opportunities to communicate.

4 Part 2

Reinforce the skills further in a game situation. Create a small-sided game or a fun activity that focuses mainly on the sports skills covered during the session and the S4D outcomes.

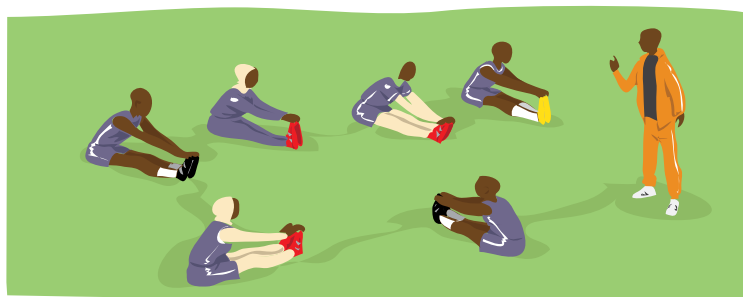


5 Cool down

Cooling down helps the body to return to its resting state. It gradually lowers your heart rate and blood pressure. Cool-down activities can include:

- **Light cardio:** Walking or slow jogging will gradually lower your heart rate.
- **Static stretches:** Hold stretches such as hamstring or quad stretches for 20–30 seconds to improve flexibility.
- **Deep breathing exercises:** Slow, deep breaths will help your body relax and wind down.

Note that the players under your supervision can lead warm-up and cool-down activities.



6 Closing team circle

The sessions end with the final team circle. The coach again facilitates 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 session. In the final team circle, it is preferable for the players to be seated, as they may be tired. This is also the last opportunity for the coach to make a conscious link between the sports skills outcomes and the Sport4Development outcomes. The coach also needs to emphasise how the S4D topic can be applied to their daily lives.



WHAT TO REMEMBER WHEN PREPARING YOUR SESSION

- (i) When and where will your session take place?
- (ii) Size of the group, age of the players, levels of ability (are they beginners, intermediate, advanced players? A mixture of different levels?)
- (iii) What equipment and material do you need?
- (iv) What variations can you plan to make the exercises more accessible or challenging?
- (v) How will you organise the session to ensure that all players are as active as possible? It would be best if you tried to avoid players waiting too long to participate in a drill.
- (vi) How will you organise the session to create a sense of achievement for all players?

Problems often happen with sessions when:

- (i) The coach does not have clear outcomes for the session
- (ii) The coach fails to involve all the players
- (iii) The coach fails to keep the attention of the players

Player motivation often drops when:

- (i) The group is too big
- (ii) There is not enough space
- (iii) There is limited equipment
- (iv) The coach has difficulty in managing mixed ability groups with confidence
- (v) The coach talks too much
- (vi) Players have too little contact with the ball – in basketball, netball and volleyball it is advisable to have as many practice balls as possible. (This is why fundraising is essential in clubs)
- (vii) The activities could be more challenging or easier
- (viii) There are long waiting times between activities

SPORT SKILLS DEVELOPMENT

Here are some guidelines on how best to teach sports skills.

(i) Break down the skill:

- **Identify the key components:** Break the skill down into its basic components. Is it throwing, catching, running, footwork? Understanding the building blocks helps players see the bigger picture.
- **Start simple:** Start with isolated drills that focus on specific components. Start with a closed situation where players can practise the skills without external influence and then progress to a match situation. This allows players to master the basics before moving on to more complex movements.

(ii) Focus on technique:

- **Visual cues and demonstration:** Use clear explanations and visual demonstrations to show players the correct technique. Break down body positioning, movement sequences and key points of emphasis. Use more

experienced players for demonstrations. In male-dominated sports such as volleyball and basketball, try to use female players to do the demonstrations to build their self-esteem and break down gender stereotypes. Similarly, in netball, use men if possible.

(ii) Make practice deliberate:

- **Quality over quantity:** It is better to do exercises correctly a few times than many times but incorrectly. Emphasise quality repetitions.

(iii) Progression and challenge: Players will have different levels of skill and experience in basketball, netball or volleyball. As a coach, you will be familiar with these different levels. It is best to adapt the activities to the individual players. As the players improve, gradually increase the difficulty of the drills. Introduce new variations, add speed or resistance, or introduce game-like situations.

(iv) Feedback and correction:

- **Positive reinforcement:** Provide constructive feedback and positive reinforcement throughout the session. Focus on what the player is doing well, then offer suggestions for improvement. Also, allow the players to give feedback to each other.
- **Individualized attention:** Move between the players and provide personalised feedback. Identify individual mistakes and provide specific corrections tailored to their needs.

(v) Keep the session engaging:

- **Variety and fun:** Include a variety of drills and exercises to keep players engaged. Use fun activities and games to reinforce skill development without monotony.
- **Set goals and track progress:** Help players set achievable goals for each session. Track their progress and celebrate their achievements to keep them motivated.

(vi) Use technology and online resources:

- **Video analysis:** Consider incorporating video analysis into your sessions. Record players performing the skill and review it together. This allows for visual self-correction and reinforced learning.
- There are many online resources, such as YouTube clips, that can support your coaching.

Chapter 2

Volleyball Activity Sessions

INTRODUCTION

Below are 10 sample activity sessions for volleyball. These are merely examples of sessions that coaches can adapt. In the case of volleyball, we have also included two “Healthy lifestyle sessions”. These are sessions that do not focus directly on volleyball skills but use volleyball-related activities to address other social issues. This approach can also be used by basketball and netball coaches.

Each session will have the following components:

- The sports topic and the S4D topic
- Key messages on the S4D topic
- Tips on integrating gender equity and inclusion into your session
- Sport and S4D outcomes.

Guidelines:

- Opening the team circle
- Warm-up
- Main parts
- Cool-down
- Closing the team circle

We must stress that this is only a guideline; you will need to adapt the session to suit the time available, equipment, weather, etc.

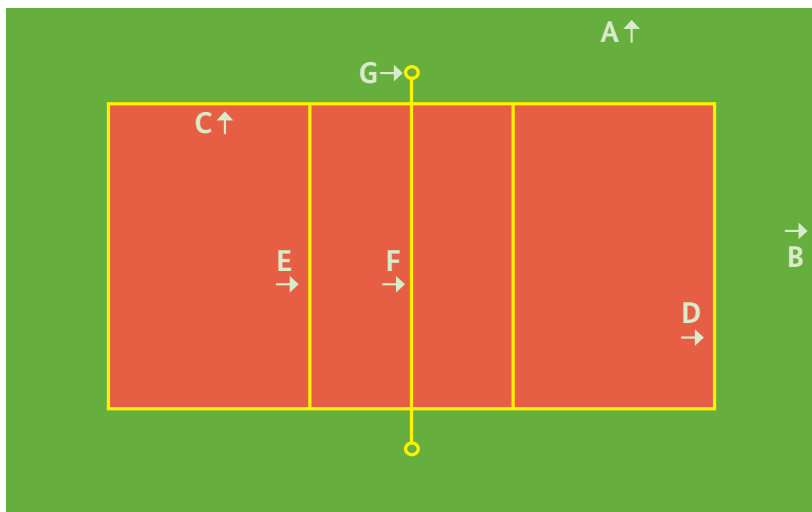
INTRODUCTION TO VOLLEYBALL

Volleyball is a dynamic team sport that combines skill, strategy, and athleticism. It is a popular and inclusive sport that encourages teamwork, communication, and physical fitness. Volleyball is played between two teams, with six players on each side. The objective is to score points by sending the ball over the net and grounding it on the opponent’s court, or by causing the opposing team to commit a fault.

This introduction will provide an overview of how volleyball is played.

Playing field

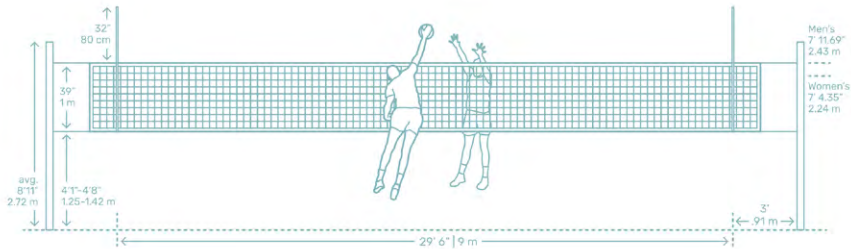
According to the International Volleyball Federation (FIVB), a standard volleyball court measures 18 meters long by 9 meters wide. A centre line divides the court into two halves and the attack line is 3 meters from the center line on either side.



ANNOTATION	DESCRIPTION	REMARK
A	Safety zone limit	3m from the side line
B	Safety zone limit	3m from the side line
C	Side line	18m long
D	End line	9m long
E	Attack line	3m long from the centre line
F	Centre line	Divides the court in two halves
G	Net post	0.5-1.00m from the side line

Post and Net

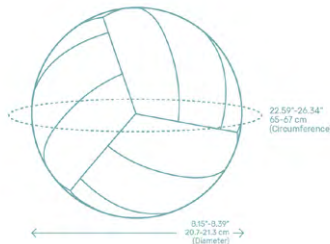
The net is the primary obstacle and separating element between the two teams in a game of volleyball. Volleyball nets span the entire width of the court (9 m) and are held rigid by outer poles typically set approx. 1 m from the edge of the court. The height of the net differs for men's and women's play; men's at 2.43 m and women's at 2.24 m. The dimensions of the playing court are often identified on the net surface by two antenna extending 80 cm above the net. Volleyball nets have a surface height of 1 m from top to bottom and are constructed with a polypropylene or nylon, have a mesh size of 10 cm and are capped with stiff headbands along the perimeter.



Ball

A standard volleyball match ball is:

- Spherical in shape, with 18 rectangular panels made of leather, rubber or suitable synthetic material.
- Circumference of 65–67 cm
- Weigh 260–280 g.
- Inflated to a pressure as specified on the ball by manufacturer (recommended 4.26–4.61 psi).



Standard size 5 volleyball

How Volleyball is Played

Teams aim to win sets, with most matches played in a best-of-five sets format. A set is won by the first team to reach 25 points with at least a two-point lead.

1 Basic Rules

1. **Serving:** The game begins with a serve from behind the baseline. The serve can be overhand or underhand, and the server must not step on the court until after the ball is hit.
2. **Three Hits per Side:** Each team is allowed a maximum of three consecutive hits to return the ball over the net.
3. **Rotations:** Teams rotate clockwise each time they win the serve from their opponents.
4. **Scoring:** Points are scored when the ball lands in the opponent's court, an opponent commits a fault, or the opposing team is unable to return the ball within the rules.
5. **Boundary Lines:** The ball is considered "in" if it lands on or within the boundary lines of the court.

2 Playing Positions

Each team has six players on the court with specific roles:

1. **Outside Hitter (Left-Side Hitter):** Often the primary attacker, positioned at the front left.
2. **Opposite Hitter (Right-Side Hitter):** Plays at the front right, serving as a secondary attacker.
3. **Setter:** Orchestrates the team's offense by delivering precise sets to attackers.
4. **Middle Blocker:** Positioned in the center front, focusing on blocking and quick attacks.
5. **Libero:** A specialized defensive player who cannot attack or serve and wears a different jersey color.
6. **Defensive Specialist:** Substitutes in for back-row defense.

3 Key Skills

1. **Serving:** Delivering the ball into play with power and accuracy.
2. **Passing (Bumping):** Using forearms to direct the ball to a teammate, often the setter.

- 3. Setting:** Gently pushing the ball upwards with the fingertips for an attacker to spike.
- 4. Spiking:** Striking the ball forcefully over the net to score points.
- 5. Blocking:** Preventing the ball from crossing the net by intercepting it at the net's height.
- 6. Digging:** A defensive skill to prevent the ball from hitting the ground after an opponent's spike.

4 Common Errors in Gameplay

- **Serving Errors:** include not getting the ball over the net, serving the ball into the net, serving the ball out, and the ball spinning instead of floating.
- **Passing Errors:** include the ball not reaching the net, the ball being too low, the ball being too tight to the net, and passing the ball to the left side of the court.
- **Setting Errors:** include setting the ball too tight to the net, setting the ball too far inside, setting the ball too far outside, and setting the ball too far outside the court.
- **Hitting Errors:** include hitting the ball into the net, hitting the ball out, hitting the ball wide, and the ball having no spin.
- **Blocking Errors:** include the ball being blocked outside of the court, the ball coming down in front of the player, the ball going between players, and not closing off enough area of the court.
- **Defense Errors:** include not getting to the ball before it hits the floor, the ball coming up too low, the ball not getting to the target, and missing the ball when the attacker hits it off the blocker's hands.

Volleyball is a sport that offers excitement and inclusivity, promoting skills that extend beyond the court. Mastering its fundamentals not only enhances gameplay but also fosters teamwork, strategy, and fitness.

Beach Volleyball

Introduction to Beach Volleyball

Beach Volleyball is an exciting and fast-paced variation of traditional volleyball, played on a sand court with two players per team. Originating as a recreational beach activity, it has evolved into a professional sport recognized by FIVB and included in the Olympic Games.

How Beach Volleyball is Played

Beach Volleyball features two teams of two players competing on a sand court. The game follows similar rules to traditional volleyball but with key differences, such as the lack of rotational positions and the rule allowing only three touches per side. Matches are played in a best-of-three format, with the first two sets scored to 21 points and the deciding set to 15 points.

Court Dimensions

The Beach Volleyball court measures 16 x 8 meters, divided by a net set at a height of 2.43 meters for men and 2.24 meters for women. The sand must be at least 40 cm deep, soft, and free from debris to ensure player safety and comfort.

Key Skills

- **Serving:** Delivering powerful or tactical serves to challenge opponents.
- **Passing:** Accurately receiving and directing the ball to the setter.
- **Setting:** Positioning the ball for an effective attack.
- **Attacking:** Spiking the ball strategically to score points.
- **Blocking:** Defending at the net against opposing attacks.
- **Defense:** Diving and retrieving balls in the sand to keep the rally alive.

Advantages of Beach Volleyball

- **Fitness:** Beach Volleyball promotes physical fitness, agility, and coordination, thanks to the demanding nature of playing on sand.
- **Skill development:** Fosters teamwork and communication due to focus on individuals.
- Accessible as it requires few players and minimal equipment.

SESSION 1

VOLLEYBALL TOPIC: RECEIVING THE SERVE

S4D Topic: Planning and Preparation

Key Messages/Discussion Points

1. Explain that you planned and prepared for the session. Ask the participants why you must plan and prepare for the session.
2. Explain that you set outcomes and goals for the sessions, and by planning and preparing, you can check whether the outcomes and goals have been met.
3. Explain that they must also plan and come prepared for the session. E.g. How long will it take to get to the session, and how long will it take to get dressed? What should they wear?
4. Relate the importance of Planning and Preparation in life.
5. Ask a few participants to share a goal they have in their lives. Ask another participant to share what planning and preparation should be done by that participant to achieve that goal.



Tips – How to Integrate Gender and Inclusion issues into your Session.



NB. These tips are not only applicable to this session. All the tips in this manual can be adapted and applied in other sessions.

1. Where possible, have female facilitators and coaches for at least the girl groups, if not both groups.
2. Create a safe space for girls by having their introductory sessions separated from the boys for them to be more comfortable in discussing.
3. Afterwards, bring the groups together for an integrated session during the activity phase.
4. Create opportunities for Players to do drills without planning and then with planning. Reflect if planning improved their performance.

S4D OUTCOMES

1. Players learn the importance of being ready on the volleyball court and in life.
2. Players learn that Planning and Preparation are skills and habits that can be practised.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

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

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

Step 3: The Coach asks leading questions to introduce the Volleyball topic, e.g. How do we start a rally in Volleyball? (The serve). What must the opponents do to keep the rally going? (Receive the serve effectively)

Step 4: The coach asks leading questions to introduce the S4D topic. E.g. why do you think planning and preparation is important in sport. Why is it important in life? Ask the participants to discuss the question in groups. 1st mix the genders in the groups for a minute. Then let them discuss in same gender groups. Ask them to reflect briefly on whether their discussions were any different when the groups were mixed or when they were of the same gender.



NB: This technique may be used in other sessions but not all. There is no right or wrong approach; it would depend on the nature of the topic to be discussed. At this stage, allow the participants to voice their opinions and use their voices.

Warm-Up

Time: 8 to 10 minutes

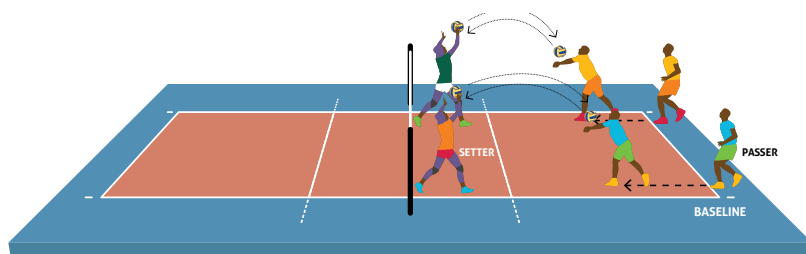
Equipment

1. 1 ball per pair of players or 1 per small group.

Set-Up

1. Set up a normal 9m x 18 m volleyball court.
2. Divide participants into pairs. Where possible, arrange mixed-gender pairs.

- If there are too few balls, increase the size of the groups. Again, mix the genders.
- 1 Player from each pair stands at the net (Setter), one player on the baseline (P)



Activity

- 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.
- The player on the baseline (Passer) must:
 - Stand with feet approximately shoulder-width apart, keep your head up and eyes on the ball and touch the ground with both hands before moving into a ready position.
 - Call the ball (e.g. “mine”, yes”, “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 their partner’s head.
- The Passer then backpedals to the baseline and prepares to receive the next ball.
- The drill is continuous for a minute, with players switching roles and positions every minute.



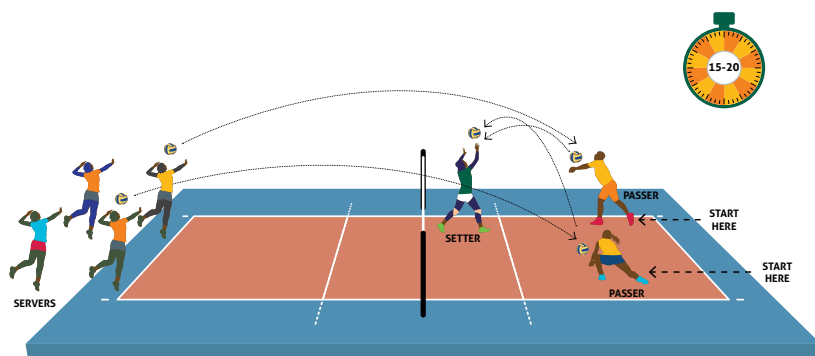
Tips for the Coach

- 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

2. Emphasise the importance of getting ready every time.
3. 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

Time: 15 to 20 minutes



Equipment: 1 ball per 4 or 5 players.

Set-Up

1. The backcourt (behind the 3m attack line) is divided into two, left and right.
2. 1 player (Passer) in each half.
3. 1 player (Setter) at the net in position between 2 and 3, approximately 0.5m off the net.
4. The rest of the team (Servers) is 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.

Activity

1. The passer is in a ready position 2-3m into the court, i.e. from the baseline:
 - 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. Encourage the players to use the underhand serve if they are beginners or at the primary school level; the overhand serve should only be used by more advanced players.
 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 tries to place the ball perfectly on their partner’s head.
 4. The Setter catches the ball and rolls it under the net to the Servers
 5. The Passer must quickly prepare (use the words “be prepared” to receive the next serve.
 6. Each player passes about ten balls, then rotates to serve, and two new Passers take their turn.

PROGRESSION

1. 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.
2. Serve cross-court only.
3. Add a quality criterion to the pass, i.e. a good pass is one where the Setter must take no more than one step in any direction to receive the ball on top of his head.
4. Add a performance target, e.g. 10 good passes, before the player rotates out.
5. Add a consistent performance target, e.g. 5 good passes in succession, else start over.



Tips for the Coach

1. The ready position is soft and relaxed, no tension. The emphasis is on being ready (prepared) all the time.
2. The pass is soft and relaxed, no tension.

3. Eyes are on the ball all the time.
4. Check that the Passer's feet are on target and, in passing, she is moving her body through the ball and towards the setter.

Main Part 2

Time: 15 to 20 minutes

Equipment

1. Balls
2. Volleyball court.

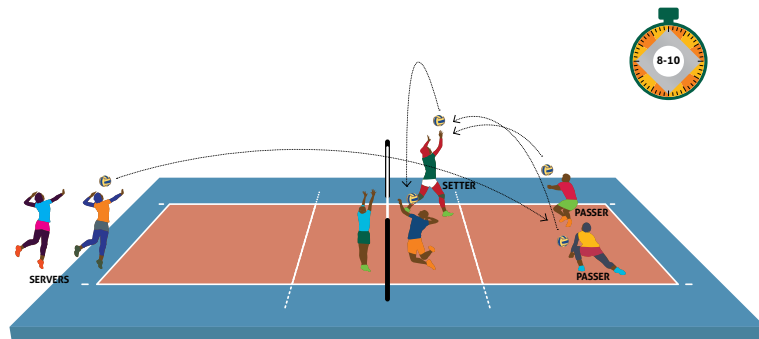
Set-Up

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

Activity

1. The Passers in Team A are in the ready position to receive serve.
2. A Server serves the ball anywhere in 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 her 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 three attackers, a double block is executed in position 4 as well.

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 objective is to get to 11 points.



PROGRESSION

1. 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.
2. Vary the serves from different positions on baseline
3. Decide on the specific attack up front, e.g.:
 - Down the line
 - Cross court
 - Quick middle
 - Reverse set to 2
 - Etc.
4. Play a full-out game between two teams of 6 players each.



Tips for the Coach

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

Closing Team Circle

Time: 6 to 8 minutes

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 **S4D outcome**. Ask the players to reflect on what happens if they are not ready to receive whatever life serves them.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and if there was anything you could have done better. What would have made them enjoy the session even better?



NB: The first few times you use this approach, you may need help to get good responses from the learners. They may not be used to giving feedback. Again, divide them into groups so that they do not feel intimidated by you in any way. Ask them to assign one person to provide feedback on behalf of the group. Refrain from responding to their feedback. Do not be defensive in any way.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they think they should do to **PLAN** and **PREPARE** to reach goals in their lives. Ask them to share anything they learnt about **PLANNING** and **PREPARATION** and if there is anything they will do differently.

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.

SESSION 2

VOLLEYBALL TOPIC - PEPPER DRILL

S4D Topic – Motivation and Focus

Key Messages/Discussion Points

1 Motivation

1. Discuss the concept “Motivation” in simple terms, what excites you about life, about Volleyball. What motivated them to start and continue to play Volleyball?

2. Introduce the concept of setting goals to motivate themselves. (Goal setting will be a topic of another session, but it can be introduced here and reinforced later.
3. Introduce the concepts of **Intrinsic motivation** – playing for fun and enjoyment, vs **Extrinsic motivation** – playing for rewards, like winning or medals. Use simpler words that the players will understand or make examples.

2 Focus

1. Explain that this is about **reducing distractions** in their lives and in Volleyball that will keep them from achieving their goals.
2. Introduce **visualisation exercises** where they imagine a future version of themselves being successful in life or volleyball. E.g. Imagine yourself being a successful businesswoman in Zanzibar. Imagine yourself playing Beach Volleyball for Zanzibar at the Olympics. Explore their thoughts and feelings. Can these dreams be realised? How?
3. Discuss staying present in a volleyball match, practice session, or life. Emphasise that making mistakes or incorrect decisions in a volleyball match is part of sport, and they should let go of the error, learn quickly, and move on to the next point.

Also, introduce the idea of a **growth mindset**, where the players believe they can improve in volleyball and life through hard work, dedication, and focus.

S4D OUTCOMES

By the end of the session, players will be able to:

1. Explain what is meant by motivation and focus.
2. Practice visualisation techniques to improve their motivation and focus.
3. Show increased enthusiasm and enjoyment during volleyball sessions.

VOLLEYBALL OUTCOMES

By the end of the session, players will be able to:

1. Consistently perform a three-hit sequence (pass, set, spike) in a pepper drill.
2. Improve their passing, setting, and hitting techniques.
3. Vary and adjust their hitting power based on the setter's location and whether they want a soft touch vs a powerful spike.



Tips on Gender Equity and Inclusion

1. Let the players discuss in groups.
 - Are girls more motivated or less motivated than boys to play Volleyball? Why?
 - In Zanzibar, who gets more media attention, male or female sport? Why?
 - How can we motivate girls more during the session? Get ideas from the players themselves.



NB: These discussions must be short and fun and can be integrated into the session. There should be no lengthy, boring discussions, and you should keep your opinion on the issues to a minimum, only addressing any stereotyping and discriminatory practices.

2. The Coach must get into the habit of using inclusive language. Avoid gendered language like “his” and her and instead use gender-neutral volleyball terms like players, teammates, setters, attackers, receivers, etc.
3. Recognize and celebrate the achievements and contributions of female players within the team.
4. Encourage an inclusive team culture where everyone feels valued and motivated to perform their best, regardless of gender.

Time: 60 to 90 minutes

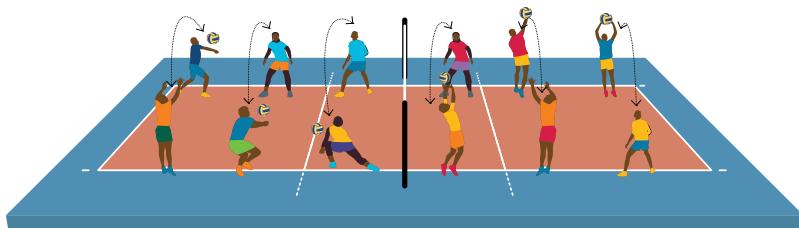
Opening Team Circle: 6 to 8 minutes

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

Step 2: The Players SHARE a few experiences in their lives during the last week.

Step 3: The Coach introduces the S4D outcomes through leading questions. E.g. We are playing a big match next week. How can we motivate ourselves and remain excited to play the game instead of worrying about losing? Also, see the discussion points above.

Step 4: Introduce the Volleyball topic with leading questions. E.g. how many times can one team touch the ball before it has to go over the net? Typically, what would those touches be? (Pass, set, hit)



Equipment

1. 1 ball per pair of players, if possible.

Set-Up

1. Set up a normal 9m x 18 m volleyball court.
2. Divide participants into pairs. If there are too 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 sideline, facing each other.

Activity

1. The players bump pass the ball to each other for three minutes.

(<https://youtu.be/vAAcuihU1IU?si=5qkp8tYwkrGI8sA>)

2. The players set pass the ball to each other for three minutes.

(https://youtu.be/58w4Aeyyy_0?si=NYbsLfDO_9KYvMIW)



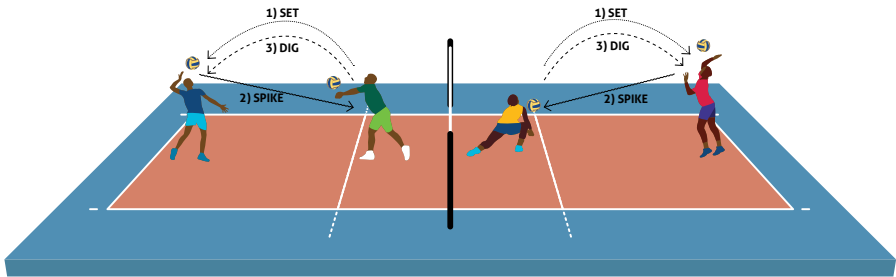
Tips for the Coach

1. Focus on accurate passes, i.e. each player has to make their partner move as little as possible.
2. 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

Time: 15 to 20 minutes



Equipment

- 1 ball per pair of players if possible. Otherwise, in groups.

Set-Up

- Same as for warm-up

Activity: (Pepper Drill)

- Any player in each pair initiates the activity by volleying (set) passing the ball to their partner.
- The partner hits the ball at the first player, aiming it at the centre of his body, just below the waistline.
- The first player bumps pass the ball to their partner.
- The partner then volley (set) passes the ball to the first player.
- The first player hits the ball at the partner, aiming it at the centre of his body, just below the waistline.
- The partner bumps the ball to the first player

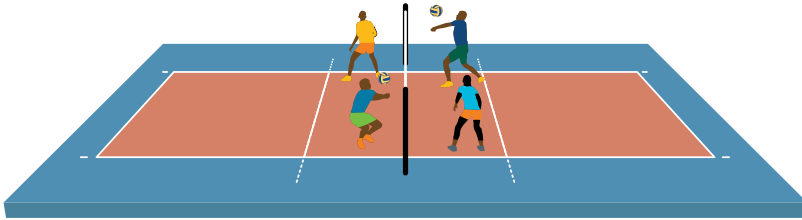
7. The cycle starts again
8. This lasts for 2 minutes
9. Rest for 30 seconds

<https://youtu.be/0FKInQunWus?si=IB-CflLwKGCadezt>



Main Part 2

Time: 15 to 20 minutes



Equipment

1. Balls
2. Volleyball court.

Set-Up

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

Activity

1. The ball is served underarm from behind the attack line.
2. The receiving team must 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 objective 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 is otherwise unable to return the ball to their opponents' court, leaves the court for a new pair to come on and challenge the winners.
6. Players leaving the court must encourage and motivate the players on the court.

PROGRESSION

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



Tips for the Coach

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

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learned about the pepper drill.
- Ask them to highlight a few key points about motivation and focus. Why is it important in volleyball? Why is it important in life?
- The link between the **sport skill** and the **S4D outcome**. Ask the players to reflect on what happens when they are not focused on the task.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they should do to improve their motivation and focus.

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

SESSION 3

VOLLEYBALL TOPIC: WALL PASSING

S4D Topic Self-Discipline

Key Messages/Discussion Points

1. Wall passing in volleyball is a training technique where players practice their passing skills against a wall. It's a simple yet effective drill that allows players to work on their passing form, hand positioning, and control in a solo setting. i.e. If they have access to a ball, they can do this on their own if they exercise self-discipline.



https://youtu.be/_c_qI9llwrE?si=FXpPzFcIcV8L20x

2. Emphasise that self-discipline starts with the players understanding what motivates them and their goals. What are they working towards?
3. Guide the players to set SMART Goals. (Specific, Measurable, Achievable, Relevant and Timebound.
4. Emphasise the importance of developing a daily or weekly routine.
5. Take Small Steps – Start with small, achievable actions and build from there.
6. Help the players identify the behaviours and people that hold them back.



TIPS – How to integrate the S4D Topic into your session?

1. **Importance of Routines** – Discuss the importance of establishing a routine to improve their wall passing. Encourage the players to work on this routine at home on their own.
2. **Focus on repetition** – Highlight that self-discipline involves the commitment to repetitive practice.
3. **Setting Goals:** Encourage players to set personal goals for their wall passing, such as achieving a certain number of consecutive passes without a drop. This helps them track progress and stay motivated.



Tips on Gender Equity and Inclusion

1. Ask some of the players to share their daily routines. Examine if there is any significant difference between the daily routine of boys and girls.
2. Explore the reasons for this. E.g. Girls must take care of younger siblings, clean, help with cooking etc.

3. Explore with the players whether they think girls face more obstacles in achieving their goals.
4. Let the group suggest strategies for girls to achieve self-discipline tailored to their unique experiences and challenges.



NB: When running these sessions, it would be necessary for male coaches to have female assistants as part of their team. This need not be a volleyball coach but somebody who can help you facilitate these discussions.

S4D OUTCOMES

By the end of this session, participants should be able to:

1. Explain what self-discipline means and why it is essential in Volleyball and their lives.
2. Identify actions and behaviours that should be part of their daily or weekly routines,
3. Set SMART Goals for themselves and a plan as to how they could achieve those goals.

VOLLEYBALL OUTCOMES

By the end of this session, participants should be able to:

1. Demonstrate improved passing control and accuracy.
2. Demonstrate improved setting control and accuracy.

Time: 60 to 90 minutes

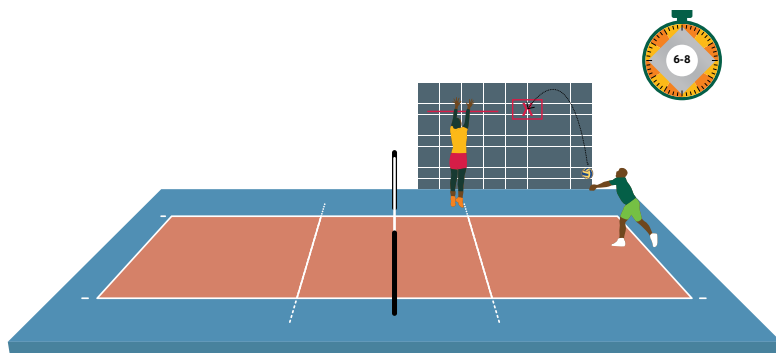
Opening Team Circle: 6 to 8 minutes

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. This could be a positive experience, a happy moment, a challenge, or a sad moment.

Step 3: The coach introduces the S4D and Volleyball topic through leading questions such as: What can we do on our own at home to improve our volleyball skills? What do we need (a ball, self-discipline)

Step 4: The Coach EXPLAINS that the drills learned in this session should be practised and they must make it part of their daily routine.



Equipment

1. 1 ball per player.
2. If there are not enough balls for each player to have their own, they take turns for about two minutes each

Set-Up

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 mark a spot on the wall mentally

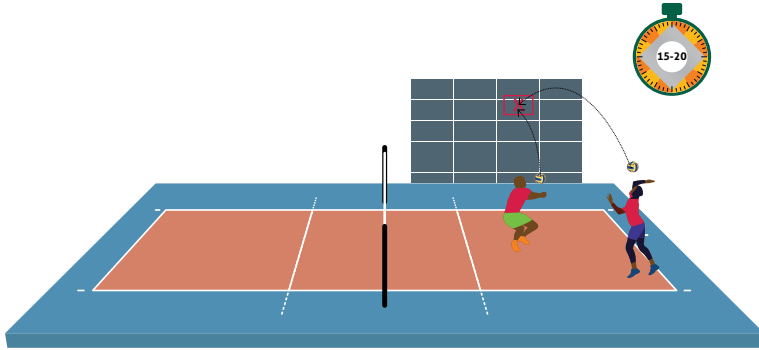
Activity

1. The player tosses the ball straight up in front of them and then tries to bump pass the ball onto the spot (physical or imaginary) on the wall.



Tips for the Coach

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



Equipment

1. 1 ball per player

Set-Up

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 mark a spot on the wall mentally

Activity

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 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

PROGRESSION

1. Instead of passing the ball to a spot on the wall, the player digs the ball to herself and then hits the ball (with or without a jump) to the spot on the wall and repeats until failure.
2. Serve the ball at an angle to the wall, thus forcing the player to move sideways to pass the ball.

3. Pass continuously, at an angle until failure – count the number of successful passes executed.
4. Players work in pairs. When one player hits, the other player passes to herself and then hits.

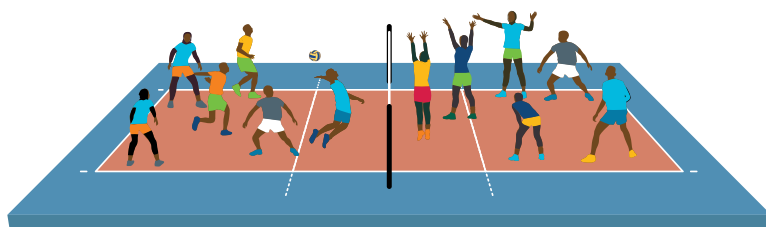


Tips for the Coach

1. The most important element is fun, because players must want to do this in their spare time.
2. Creativity is a second important element. Players should be encouraged to improvise.
3. Vary the distance from the wall to increase level of difficulty.
4. This can be turned into a game of “volley squash “ with 2-4 players at a time.
5. Emphasise that this is something that a player can do at home.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. 1 Ball
2. Volleyball court.

Set-Up

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.

Activity:

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, and then they play again immediately.
3. Repeat until the training session is finished

PROGRESSION

1. 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

1. Focus on scoring points quickly
2. Focus on performing under oxygen debt (self-discipline)
3. 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: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they understand about self-discipline and what they can do to improve their self-discipline.
- Reflect on the challenges girls face and let the group make a few practical suggestions to support girls in sport.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach **ENCOURAGES** 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.

SESSION 4

VOLLEYBALL TOPIC: TEAM SELF-ASSESSMENT AND GOAL-SETTING

S4D Topic. Goal setting

Key Messages/Discussion Points

1. This is not a typical session focusing on volleyball skills. This is a session in which the players collectively evaluate their performance, identifying strengths and weaknesses in the team and setting goals for improvement. This is a valuable tool for promoting teamwork, accountability, communication, and goal setting. All of this will contribute to the team's overall success.
2. In the previous session on self-discipline, we introduced the concept of goal setting. In this session, we will reinforce and focus on goal setting.
3. Encourage the players to think about the benefits of goal setting and the possible consequences of not setting goals.
4. In the previous session, you introduced the concept of SMART Goal Setting.
 - S-Specific
 - M-Measurable
 - A-Achievable
 - R-Realistic
 - T-Time boundReinforce the concept but focus on challenges and obstacles the players may face to reach their goals in Volleyball and their lives. Reflect again on whether girls and boys face the same challenges and why.
5. Distinguish between short-term, medium-term, and long-term goals.



TIPS – How to integrate the S4D topic into your session?

1. **Individual Goal Setting** – Before the session, provide the players with a worksheet and let them set individual volleyball goals for themselves. It could be goals for the season or a skill they are not good at that they would like to improve.
2. **Team Brainstorming** – create opportunities for the players to brainstorm during the session. Let them identify areas where they feel the team needs to improve
3. **Individual and team reflection** – At the end of the session, allow players to share and reflect on their individual and team goals. Let them report on goals they have successfully achieved and challenges or obstacles they may have experienced. Throughout the season you should constantly reflect on the goals and whether the individual or team goals should be adjusted and why.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Identify at least one SMART goal applicable to their personal lives.
2. Identify at least three actions they will take to achieve their goal.
3. Identify at least one obstacle preventing girls from achieving their goals.

VOLLEYBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Identify at least two strengths and areas to improve in Volleyball.
2. Actively participate in a team discussion about the team's overall strengths and weaknesses.
3. Identify at least two areas for improvement as a team and devise a plan.



Tips for Integrating Gender Equity

1. The male players must recognise that female players face more obstacles in setting goals due to challenges such as gender stereotyping, parental pressure, peer pressure, etc.
2. The group must collectively develop ideas to help the female players set ambitious yet achievable goals for themselves on and off the volleyball court.

3. Offer guidance and encouragement as they work towards their goals and celebrate their successes.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

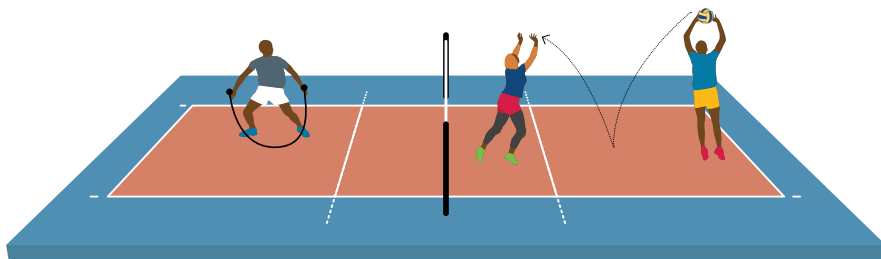
Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach introduces the S4D topic by asking leading questions such as: What are Goals? Why is setting goals for our volleyball session and in life important?

Step 3: The Coach EXPLAINS that the session is about assessing the team's strengths and improvement areas and setting goals.

Warm-Up

Time: 6 to 8 minutes



Equipment

1. One ball for each pair of players
2. one skipping rope per player

Set-Up

1. Standard volleyball court and net

Activity

The players do six sets of 30 seconds each.

1. Sets 1, 3, and 5 are skipping sets
2. 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.
3. In set 4, the players stand 5–6m apart and volley the ball to each other.
4. In set 6, the players stand 5–6m apart and dig the ball to each other
5. There are no breaks; they move directly from one activity to another
6. At the end of the first cycle, they rest for 30 seconds and then repeat the cycle.

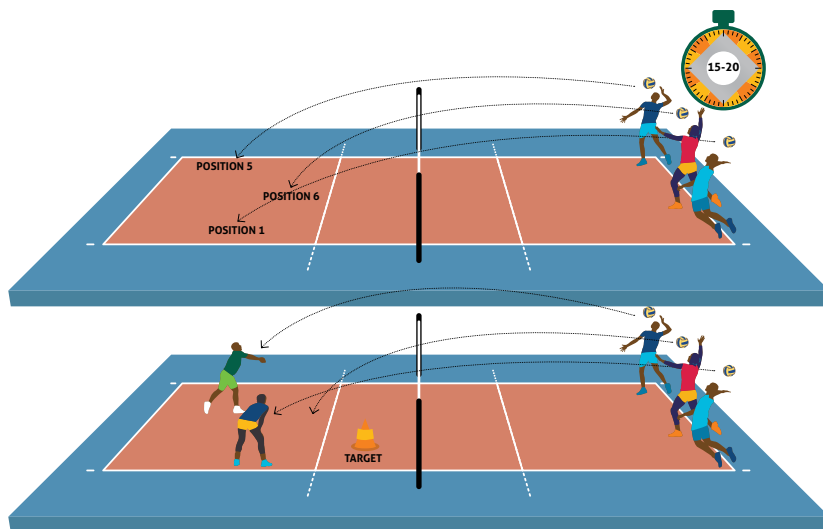


Tips for the Coach

1. The main purpose is to get the body and mind fully warmed up for what is to come.
2. Coach has to remind the players of the importance of warm-up to get their mind into the game.

Main Part

Time: 15 to 20 minutes



Equipment

Lots of balls, preferably one ball per player

Set-Up

1. Same as for warm-up

Activity

1. The players stand behind the baseline with a ball.
2. Their job is to serve 30 balls – 10 to position 1, 10 to position 5 and 10 within a metre of the attack line into position 6
3. Each player keeps their own count and must record the number of serves on target.
4. The coach records the achievement against the target.
5. after that, two passers at a time assume the ready position in the backcourt 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 not passing must serve the ball, making it as difficult or easy as they like for the passers.
8. Each player must pass 20 balls and then rotate out and be replaced by one of the serving players.
9. The team agrees before the time what the goal is, e.g. the pass must land within 1m of the target on the same side of the net.
10. Each player keeps their own count, and the coach records the achievement against the target.
11. This continues until each player has passed 20 balls and recorded their score.

PROGRESSION

1. 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.
2. 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.

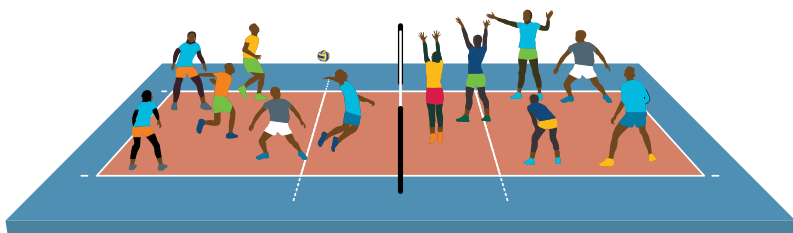


Tips for the Coach

1. 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.
2. Passers have to call the ball every time. It should become engrained in them through practice.
3. Have a quick review of their performance to target and emphasise continuous improvement for the next time.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. 1 Ball and the Volleyball court.

Set-Up

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.
5. Make sure the genders are evenly balanced in the teams.

Activity:

1. The teams play a regular game for 25 points
2. The teams play the best out of 3 sets
3. The losing team must take down the net

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**

1. Emphasise a good first ball as the basis for a successful attack.
2. Encourage the players to search for weaknesses in the receiving team's passing rotation and serve there.
3. Observe if the players are identifying girls as the "weak" players and reflect on this.
4. It is important that each server can put the receiving team under pressure when they commence the point with a serve.
5. Remind the players that every serve and every play have an objective.

Closing Team Circle: 6 to 8 minutes

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 realistic improvement targets beyond the players' immediate performance and agree on a time to achieve them.
- The link between the **sport skill** and the **S4D outcome**. Ask the players where goal setting could help them outside of volleyball.

Step 2: The Players SHARE their 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 facilitates a Connected Conversation on boys and girls playing on the same team.

Step 5: 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.

SESSION 5

VOLLEYBALL TOPIC: PASSING FROM THE SIDE

S4D Topic: Observe, Reflect, Decide, Act

Key Messages/Discussion Points

1. This session focuses on situations the players will face on the court and in life all the time... making the right decision based on the correct information and taking the right action. On the court, it will be split-second decisions. In life, they may also have to make quick decisions or they may have more time to Observe, Reflect, Decide, and Act.
 - To **observe** is about gathering information.
 - **Reflecting** is about processing the information and understanding the available options.
 - To **decide** means to choose the best option, i.e. make the best possible decision.
 - To **act**– Implement your decision.
2. This method can also be applied to their everyday challenges.
3. Emphasise that they will often make mistakes on the volleyball court and in life. I.e. they may make the wrong decisions or execute their choices incorrectly. They must understand that making mistakes is integral to sport and life. They must understand the importance of learning from mistakes and constantly improving their decision-making.



Tips – How to integrate Observe, Reflect, Decide, and Act into the session.

1. **Shadow Play** – Players shadow a teammate, copying their movements; this encourages *observing*.
2. **Mirror Drills** – Players stand opposite each other and mimic each other’s movements. This promotes observing form and identifying areas for improvement.
3. **Decision-Making Drills:** Set up drills where players must choose the appropriate passing technique (bump, set, dig) based on the ball trajectory and court position (observed information). Give them time to **reflect** and **decide** before **acting**.



Tips for Integrating Gender Equity Issues.

1. Create a scenario where you ask the group to ignore the suggestions of their female teammates deliberately. Facilitate a brief discussion about whether this happens in real life where women and girls are ignored. Let the girl players share how it made them feel. Discuss how to address these situations and ensure everyone’s ideas are valued.
2. Invite female guest speakers, a coach, senior players, and officials to address the players and share how they applied the principles of “Observe, Reflect, Decide and Act” in their daily lives and how it contributed to their success. You could play a short video if the person cannot attend personally.
3. As always, where possible, work in mixed-gender groups. This allows all the players to work together and learn from each other’s decision-making skills and approaches.

S4D OUTCOMES

By the end of the session, players must be able to:

1. Explain what “Observe, Reflect, Decide and Act” means and identify at least two parts of the session where they could apply this.
2. Demonstrate an openness to considering other players’ ideas.
3. Identify and challenge any potential bias or discrimination against female players and devise a simple strategy to deal with such bias.

VOLLEYBALL OUTCOMES

By the end of the session, players must be able to:

1. Demonstrate proper hand positioning and platform formation for side passing.
2. Demonstrate proper footwork and body positioning to execute a side pass.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

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

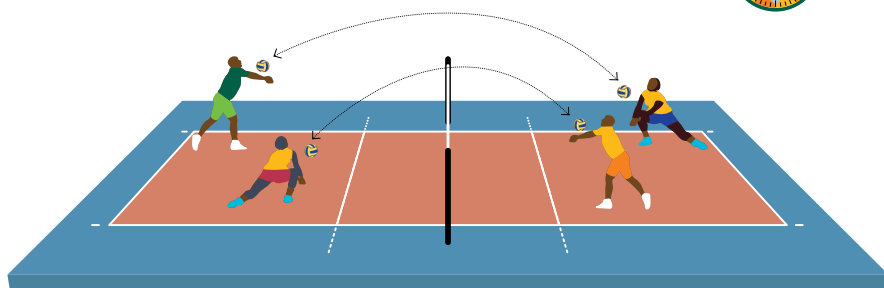
Step 2: The Players SHARE any important experiences in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D outcomes and sports skills outcomes for the session through leading questions such as:

- What do we mean by Observe, Reflect, Decide, and Act?
- Can you give examples of decisions that must be made during a volleyball match or training session?
- Give examples of decisions that you must make in your everyday life.

Warm-Up

Time: 8 to 10 minutes



Equipment

1. 1 ball per pair of players.

Set-Up

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

Activity

1. The players dig the ball to each other. For the first two minutes, any digs will do.
2. After two minutes, the players are instructed to 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. In other words, they must shuffle to (or away from) the ball such that, the ball must be played at a point to the left or right of their bodies.
4. At the end of the warm-up, ask the players to reflect on which pass was more effective and why.

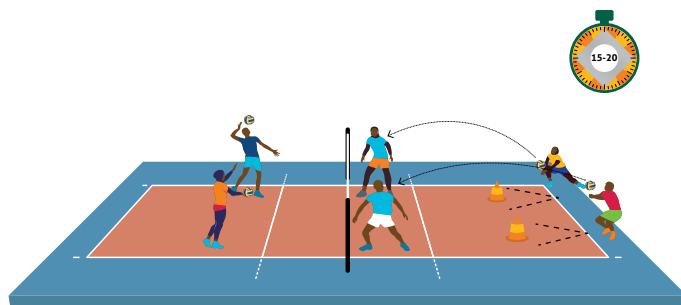


Tips for the Coach

1. 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.
2. Follow through is important.
3. 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.
4. When they shuffle to the ball, their feet do not cross over, so they stay balanced.

Main Part

Time: 15 to 20 minutes



Equipment

1. As many balls as possible.

Set-Up

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 sideline.
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 two and one in position 3 – they are the targets for the passers

Activity

1. The Server initiates the activity by serving either in 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 ball is served to the left of 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 the baseline.
5. Each passer passes a set number of balls (e.g. 10) before rotating positions.

PROGRESSION

1. The drill can be made easier by tossing the ball over the net, rather than serving it.
2. 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.



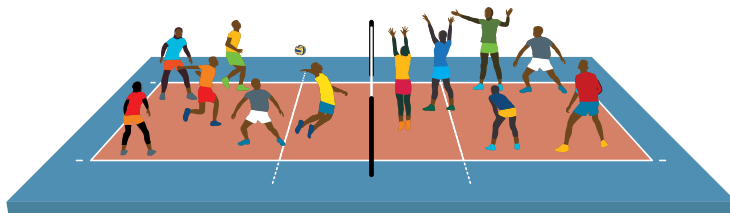
Tips for the Coach

1. The ready position is soft and relaxed, no tension.
2. The pass is soft and relaxed, no tension
3. Eyes are on the ball all the time
4. 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.
5. Follow through is important.

6. 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.
7. When they shuffle to the ball, their feet do not cross over, so they stay balanced.
8. Emphasise that the key is observing, picking up cues from the toss of the ball, the movement of the body, and responding appropriately.

Main Part 2

Time: 15 to 20 minutes



Equipment:

1. 1 Ball
2. Volleyball court.

Set-Up:

1. Full court with net
2. Normal 6-a-side teams of mixed gender, if possible or beach volleyball 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.

Activity:

1. The teams play a regular game to 25 or 21 points for Beach Volleyball.
2. The teams play the best out of 3 sets

PROGRESSION

1. To focus on serve, award negative points for service errors in addition to the opposing team winning a point.
2. 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

1. Emphasise a good first ball as the basis for a successful attack.
2. 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.
3. 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: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learned about passing from the side. Ask players to demonstrate the correct technique. (remember to deliberately ask female players)
- The link between the **sport skill** and the **S4D outcome**. Ask the players to think of one situation outside of volleyball where they must decide and act appropriately, e.g. I have a project due at school; when should I start?

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach **FACILITATES** a short, connected conversation by asking them what they think they should do to improve the way they make decisions.

Step 4: The Coach **Facilitates a Connected Conversation** on any Gender-related issues that may have cropped up during the session. Ask girls in the group how they experienced the sessions and whether they have any concerns.

Step 5: The Coach **SHARES** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 6: COMMUNICATION

VOLLEYBALL TOPIC: OVERHAND PASS

S4D Topic: Communication

Key Messages/Discussion Points

1. Effective communication is the most important skill the players will need to succeed in Volleyball and life.
2. Being able to express yourself clearly and understand others when they communicate is crucial in every aspect of life.
3. By the same token, miscommunication can also have negative consequences, such as:
 - Breakdown in relationships.
 - Mistrust
 - Missed opportunities.
4. Communication is a two-way street. Successful communication involves expressing yourself clearly but also actively listening to others when they speak. Try to understand not only the words but also the emotion.
5. A large part of communication is non-verbal. Body language, facial expressions, and tone of voice can all impact how a message is received.
6. Encourage the players to be patient and respectful when communicating with others. Avoid interrupting others.
7. In Zanzibari culture, greetings are very important. The players should make a habit of enquiring about the other person's well-being and wait for a response.
8. Encourage players to communicate openly and freely in your coaching sessions. Please encourage them to share their thoughts, opinions, needs, and concerns.



NB – Communication is vast and probably requires a few coaching sessions, not only 1. These are only a few key points; there are many more. The key message is that the S4D coach must be more player-centric and encourage communication from and among the players.



Tips – How to integrate Communication into your coaching session?

1. Create opportunities for Players to practice various forms of communication during the session, not only during the opening and closing circles. E.g. After you have explained an activity, they must explain the activity in their groups.
2. Let Players repeat what you or one of their teammates said to check for listening skills and understanding.
3. If any negative communication or conflict happens during the session, use this as a learning moment.



Tips to Integrate Gender Equity Issues into the Session

1. Discuss how communication styles can be stereotyped based on gender. Reflect with the players whether they think boys and men communicate differently to women and girls. As examples to stimulate discussion
 - Are boys in Zanzibar more confident than girls?
 - Are boys more direct than girls?
 - Are there topics that boys will not discuss with girls and vice versa?
 - Do boys and girls use different body language?
 - Do boys and girls in rural areas communicate differently from those in urban areas?
2. Use role plays to let the players demonstrate different communication styles.
3. Don't dwell too much on the differences; focus on common ground.
4. Foster open and inclusive communication channels within the team where female players feel empowered to speak up and contribute ideas.
5. Provide access to additional training and resources to help female players develop their communication skills on and off the court.



NB: Do not try to discuss all these matters in one session and make the sessions boring talk shops. This can be spread over a few sessions.

S4D OUTCOMES

By the end of the session, participants must be able to:

1. Identify and demonstrate a few key elements of effective communication. (Verbal and non-verbal)
2. Practice giving feedback to each other and the coach.
3. Identify and challenge communication stereotypes based on gender.

VOLLEYBALL OUTCOMES

By the end of the session, participants must be able to:

1. Demonstrate how to execute a proper, controlled overhead pass.
2. Consistently pass the ball to a designated target with accuracy.
3. Demonstrate proper hand positioning to receive a pass.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

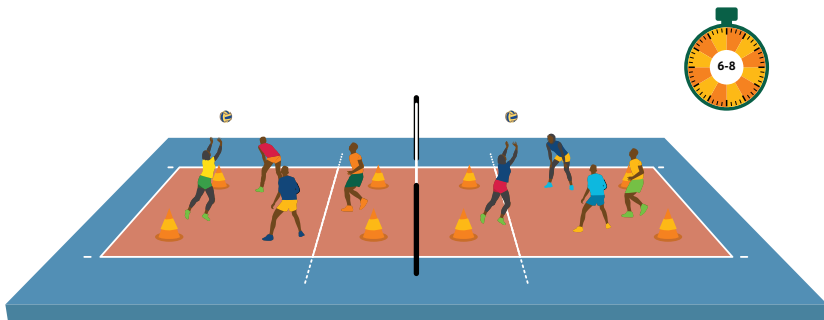
Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

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

Step 3: The Coach EXPLAINS the S4D and sports skills outcomes for the session.

Warm – Up

Time: 8 to 10 minutes



Equipment

1. 1 ball per group of 4 players.
2. Cones for marking areas.

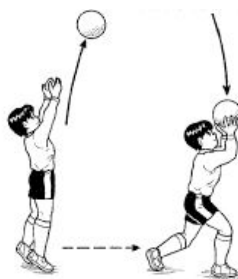


Set-Up

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

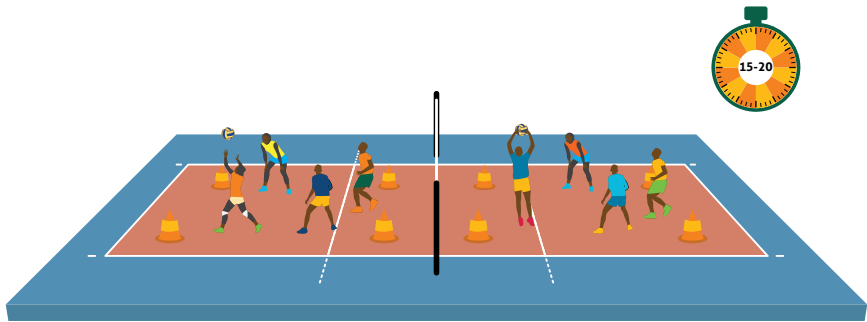
Activity

1. Players take turns to themselves twice; on the second pass they call the name of another player to be ready. "Are you ready Ayesha?"
2. The 3rd time, they throw the ball to the identified player, who catches it and thanks the thrower, "Thank you, Hijja". The player 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, Fatima; bend your knees, Hassan! Etc.)



Tips for the Coach

1. Players must not throw the ball too far from where they are.
2. Check that they catch the ball with their knees slightly bent.
3. At the end of the warmup, 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?



Equipment

1. 1 ball per 4 or 5 players, Cones for marking areas

Set-Up

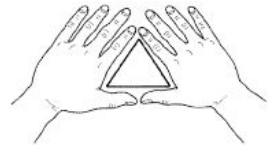
1. Same setup as per warm-up. Mark out area 6m X 9m area with cones.
2. Divide players into groups of 4 to 5.



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.

Activity

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.
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 warmup, 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

1. Players must clap their hands before catching the ball, 1st once, then twice, then thrice.
2. 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.

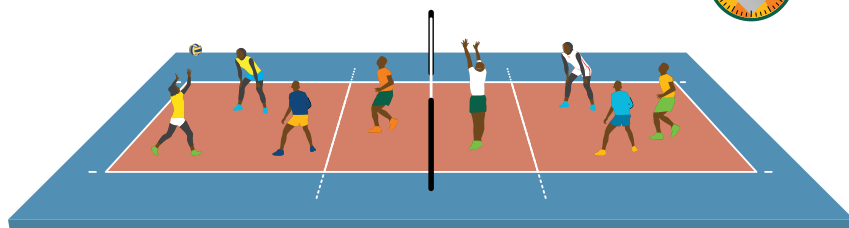


Tips for the Coach

1. Ensure that the players are constantly moving.
2. Ensure that all players have an opportunity to practice their overhand passing and catching.
3. 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.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. Balls, Volleyball court.

Set-Up

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.

Activity

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 and then doing an overhand pass to a teammate.
3. The receiving teammate may pass the ball over the net to the opposition or 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 expects the ball.
6. The opposing team gets a point if the ball lands on the ground.
7. The opposing team gets a point if the ball lands outside the court.
8. Only overhand passing is allowed. (above the shoulder) If an 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.



Tips for the Coach

1. Ensure that the players focus on the overhand pass and no other techniques at this stage. This will force them to get into the correct position to do the overhand pass.
2. Remind them constantly to communicate with each other.
3. Remind them to encourage each other, even if they make mistakes that cause the team to lose points.
4. Remember to praise the teams executing the sport skill well but also the teams doing the life skills, i.e. communicating, well.
5. Keep the focus on fun and enjoyment, don't overemphasise the life skill or gender issues to the point where the players get bored.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they learned about overhand passing. Ask them to highlight a few key points regarding the technique. Ask them to reflect on the various aspects of communication.

- Ask the players to reflect on issues of gender stereotyping that may have occurred during the session

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could be improved.

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, 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.

SESSION 7

VOLLEYBALL TOPIC: PASSING FROM THE SIDE

S4D Topic: Leadership

Key Messages/Discussion Points

1. **Everyone can be a leader:** Emphasize that leadership isn't just about titles or positions. Everyone on the court can demonstrate leadership qualities.
2. **Clear communication** is essential for effective leadership: Discuss how good leaders use clear and concise language to give instructions and motivate teammates. This includes calling for the ball clearly during side passes.
3. **Lead by Example.** Leaders set a positive example: Highlight how leaders demonstrate good sportsmanship, hustle, and a positive attitude on the court. These qualities can inspire teammates during side-passing drills and throughout the game.
4. **Ethical Leadership.** Good leaders will act with integrity, fairness, and respect for everyone on the team. A good leader will not discriminate against women. A good leader will be inclusive.
5. **Shared Responsibility:** Leadership is a shared responsibility. Emphasize that a successful team doesn't rely on just one leader. Everyone has a role to play in supporting each other and achieving the team's goals. This is especially important during side-passing drills where precise communication and teamwork are crucial.



TIPS – How to integrate Leadership into the session?

1. During the sessions, create opportunities for Players to lead activities. E.g. divide the players into groups for side passing drills. Let the players take turns to lead the session. The leader's responsibilities include:
 - Calling for the ball clearly before attempting a side pass.
 - Deciding on positioning for receiving passes within the group.
 - Offering constructive feedback to teammates on their side-passing technique.
 - Encouraging and motivating their teammates throughout the drill.
2. Create opportunities for Players to lead the warm-up or cool-down sessions.
3. Create a scenario where the umpire's decision is blatantly unfair and biased. Reflect on the Player's response to this bias. (Emphasise the umpire in Volleyball is always right)
4. Throughout the session, you should acknowledge and celebrate instances where players demonstrate good leadership qualities.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List key qualities of a leader. (e.g. communication, decision-making, respect).
2. Explain the importance of ethical leadership in a team.
3. Identify ways to encourage and develop women's leadership.

VOLLEYBALL OUTCOMES

By the end of the session, the players must be able to:

1. Demonstrate proper hand positioning and platform formation for side passing.
2. Execute a controlled side pass with consistent accuracy towards a designated target.
3. Maintain proper body posture and footwork during side passing.



Tips to Integrate Gender Equity Issues into the Session

1. Briefly discuss how leadership roles in sports can be stereotyped based on gender. Reflect on women leaders in Zanzibar/Tanzania. Is there an even spread of leadership? Or is a sport in Zanzibar dominated by males?

2. Ask the players to research and reflect on strong women leaders in sport. E.g. the captain of the national women's volleyball team.
3. Have a role-playing activity where participants create a situation that needs leadership, but a player is hesitant to lead due to gender stereotypes.
4. Consider inviting a female volleyball coach or player to share their experiences with leadership on the court. This can be a powerful way to inspire young girls and demonstrate the value of female leadership in sports. If not personally available, the person can send a recorded message.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

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

Step 2: The Players SHARE any interesting experiences during the last week. These could be happy moments or setbacks and challenges.

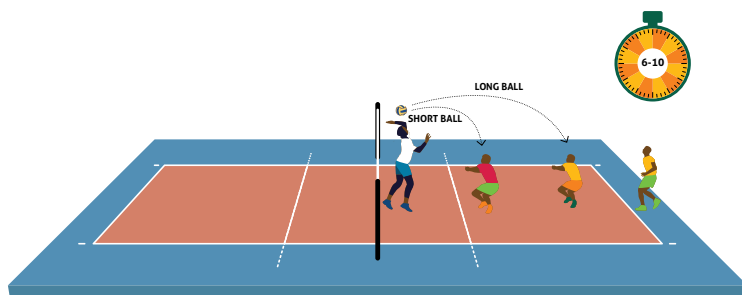
Step 3: The Coach INTRODUCES the S4D outcomes for the session through leading questions such as:

- What is a leader?
- Who are some of the leaders in your lives?
- What do you think makes a good leader?

Step 4 – The Coach Explains the Volleyball outcome of the session.

Warm-Up

Time: 8 to 10 minutes



Set-Up

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

Activity

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 initiates the activity by volleying the ball.
4. As she is about to volley the ball, she calls "Long" and volleys the ball to the backcourt (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 of the passers, and one of the passers becomes the Target.
10. This is repeated until everybody has been a passer and a target.

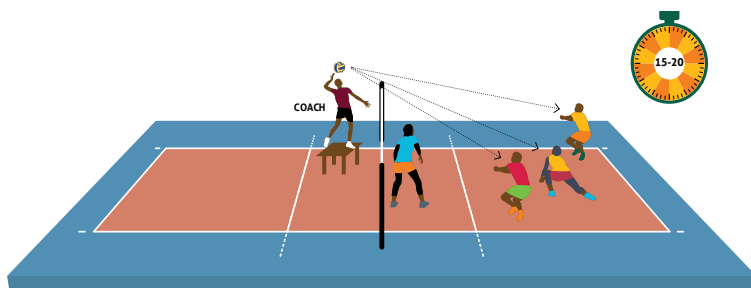


Tips for the Coach

1. 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.
2. The drill can be varied by adding a left and right ball to the long and short ball.
3. The complexity could be increased by being completely unpredictable, still calling the ball, but not in a predetermined sequence.

Main Part 1

Time: 15 to 20 minutes



Equipment

1. Lots of balls

Set-Up

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 is fetching balls and providing the coach with an uninterrupted supply of balls.

Activity

1. The coach initiates the activity by gently hitting the ball at the defending players.
2. As he hits, the coach exaggerates the movement of his shoulders to signal whether he is hitting cross-court 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 into 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 one of the positions the players are supposed to defend.

PROGRESSION

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



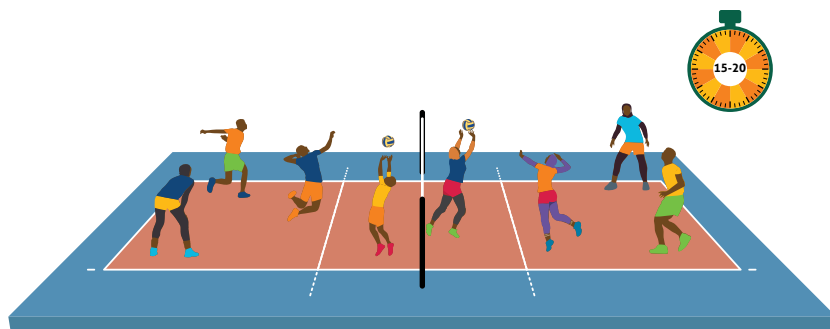
Tips for the Coach

1. The defending players have to be in the ready position - soft and relaxed, no tension.
2. 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.

Main Part 2

Time: 15 to 20 minutes



Equipment

- Ball and Volleyball court or beach volleyball courts.

Set-Up

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

Activity

- 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.
- They play a normal game but must call the attack of the opposing team, e.g. "Line", "Cross", "Middle", "Reverse", "Long", etc.

4. No blocks are allowed. The ball must be defended in the backcourt.
5. First team to get 7 points wins. The winning team stays on, and the next team comes in to challenge.



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.
- They play a normal game, but have to call the attack of the opposing team, e.g. 'Line', 'Cross', 'Middle', 'Reverse', 'Long', etc.
- No blocks are allowed. The ball has to be defended in the backcourt.
- First team to get 7 points wins. Winning team stays on, and next team comes in to challenge

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players what they learned about leadership. Ask them to reflect on their experience being a leader during the session. Did they enjoy leading, or not?
- Ask the girl leaders whether they experienced any disrespect when they played the role of leaders. Have a conversation about this if necessary.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could have been improved.

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.

HEALTHY LIFESTYLE TOPICS

Introduction

The final three sessions relate to “Healthy Lifestyle Topics”. Sport is an effective tool to encourage young people to lead healthy lifestyles. In the S4D approach, the Coach can integrate Healthy Lifestyle messages into the sports sessions or have separate sessions, such as the ones below, focusing only on Healthy Lifestyle topics. Besides the 3 topics below, many other healthy lifestyle issues relevant to Zanzibar can be addressed. Examples include:

- Healthy Relationships
- Road Safety
- Financial Literacy
- Substance Abuse
- Care for the Environment
- Common diseases



Tips - How to Integrate Healthy Lifestyle Topics into your S4D session.

1. Don't have too much information.
2. Get the key messages across in a fun and engaging way.
3. Use a variety of methods and activities.
4. You should involve the participants in designing fun activities.

Here are some techniques that you can use in different sessions.



Relay Games

This is a good way to encourage teamwork, cooperation and physical activity. Players compete in teams and complete a series of tasks or activities in succession. Relay games have many variations, from basic running between points and touching objects to more creative relays carrying objects, passing on information, or doing specific sports skills like passing, catching, and jumping.

Team Building Exercises

This is good for developing cooperation, communication and problem-solving skills. In promoting gender equity in Zanzibar, coaches should often use team-building exercises to ensure that males and females work together to solve challenges and work as a team. There are so many different types of teambuilding exercises. Many teambuilding activities require little or no equipment.

Here are a few good examples:

https://youtu.be/qaM_FfCPKY?si=yxs8MrNlrM0rEtY-



Role Plays

This is a powerful tool for developing social skills, empathy and problem-solving abilities amongst participants. This is particularly useful when dealing with issues of gender equity. Through role-play, participants can put themselves in the shoes of others. E.g. boys can act out the obstacles girls face in participating in sport. The coach can develop various types of role plays to deal with everyday situations young people face in Zanzibar, such as teenage pregnancy, substance abuse, youth unemployment, etc.

Inclusive Activities

As indicated in other parts of this manual, inclusivity means creating an environment where everyone feels welcome. This applies to this section on Healthy Lifestyle Sessions, too. Here are a few ways to address issues of inclusivity in your sessions:

- Modify rules to accommodate different abilities.
- Use blindfolds.
- Use games that require good problem-solving and communication skills instead of physical skills.
- Similarly use activities where Players are restricted to one hand, one leg or no legs.

SESSION 8

HEALTHY LIVING

Key Messages / Discussion Points

1. Healthy living is about more than just physical health; it is about adopting a balanced approach to life. Emphasize that Healthy Living includes physical activity, healthy eating, mental well-being, and having enough sleep.
2. Healthy living can be fun. Encourage the players to do other physical activities outside of volleyball, such as dancing, walking, swimming, etc.
3. Encourage the players to encourage their families, siblings, neighbourhood, friends etc. to live healthily and create a supportive environment.
4. Developing a healthy lifestyle at a young age will have lifelong health benefits.
5. Emphasise that living healthily does not have to be expensive. Zanzibar has many open spaces, beaches, etc., which lends itself to physical activity.
6. Stress the importance of practising good personal hygiene as part of a daily routine. E.g.
 - Use a toilet—do not urinate or defecate in the open.
 - Wash your hands with soap after using the toilet or before eating.
 - Keep your fingernails and toenails short and clean.
 - Brush your teeth every day.



Tips to Integrate Gender Equity into the Session.

1. Emphasize that everyone benefits from a healthy lifestyle, regardless of gender.
2. Briefly discuss whether girls and women face any obstacles in leading healthy lifestyles. Encourage the participants, boys and girls, to develop solutions that support healthy living for everyone.
3. Reflect on the way women are portrayed in the media. Is this acceptable? How can we change perceptions?
4. Highlight positive women role models who promote healthy living.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List the different aspects of a Healthy Lifestyle (physical activity, nutrition, sleep, mental well-being).

2. Identify healthy food choices from the options that are normally available to them.
3. Explain some of the benefits of a healthy lifestyle.
4. Identify and challenge gender stereotypes surrounding physical activity, body shape, and food choices.
5. Make a clear distinction between Healthy and Unhealthy habits.

Time: 60 to 90 minutes

Opening Team Circle: 8 to 10 minutes

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

Step 2: The Players SHARE any interesting experiences during the last week. These could be happy moments, setbacks or challenges.

Step 3: The Coach INTRODUCES the S4D topic for the session through leading questions such as:

- What makes you feel good about yourself?
- Has anybody noticed how your mood and energy levels change depending on what you eat and how much sleep you have? Who would like to share with us?
- Today, we are focusing on healthy living. What would do you think is meant by healthy living?

Warm-Up/Ice Breaker

Time: 8 to 10 minutes

Equipment

Music player (Could be a mobile phone and a speaker), whistle.

Activity

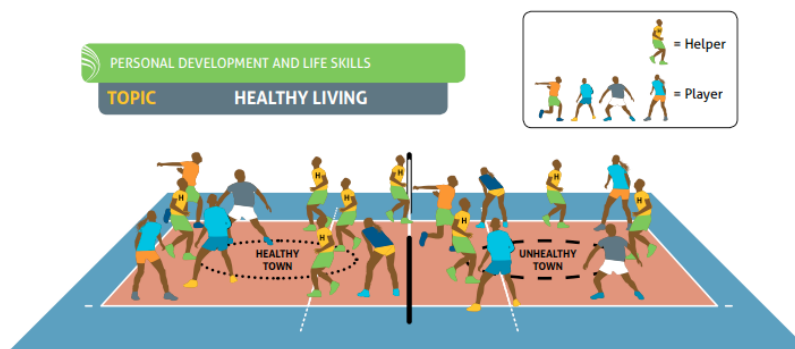
1. Play upbeat local dance music and have the participants move around freely to the beat of the music for about 30 seconds.
2. Stop the music, then announce either a healthy or unhealthy habit. Here are a few examples, but you can add your own.

Healthy	Unhealthy
Brush your teeth every day.	Don't waste water by washing too much.
Drink lots of water.	Drink lots of fizzy drinks with sugar in it.
Get enough sleep	Stay up as late as you can.
Play volleyball	Playing games on your cell phone all the time.
Eat a balanced diet, including fruit and vegetables.	Watch as much television as you can.
Helping with chores at home.	
Spending time with friends and family ones.	
Spend some time self-reflecting and planning.	

- The participants must say whether it is a healthy or unhealthy habit. If healthy, they must do actions to mimic the habit for a few seconds; then the music plays again.
- If an unhealthy habit is announced, they do not mimic the habit; the music continues.

NB: Be sure to have more healthy habits than unhealthy ones to promote a positive, healthy lifestyle.

Main Activity



Equipment

1 ball per participant if possible. Masking Tape, A4 paper.

Activity

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 in preparing these statements a week before the training session. There should be as many statements as there are participants.

Examples of statements

1. Regular exercise at a young age will lead to bone disease when you are older.
2. Regular exercise increases the risk of heart disease.
3. Regular exercise reduces the risk of heart disease.
4. You should not eat more than one apple per day.
5. Washing your hands after using the toilet is unnecessary.
6. A balanced diet consists mainly of potatoes and meat.
7. A balanced diet comprises the correct balance of fats, protein, and carbohydrates.
8. Brown bread is a good source of protein.
9. It is advisable to have a meal with mainly carbohydrates 30 minutes before a training session.
10. Drink water regularly during training sessions.
11. Drinking too much water during training will make you tired.
12. Brushing teeth daily is a myth created by toothpaste manufacturers.
13. It is important to brush your teeth every day.
14. Due to a shortage of water in Zanzibar it is not advisable to wash yourself every day.
15. Women are best suited to prepare healthy meals for families.
16. It is much healthier to be a vegetarian.
17. Women's bodies are not well suited for physical activity.
18. It is OK to take performance-enhancing drugs as long as you don't get caught.
19. Because Beach Volleyball happens in a small space, being physically fit for BV is not that important.
20. Skipping meals is a good way to lose weight.
21. Reading is more important than playing sport.

The Coach could prepare more statements; these are just examples. Preferably, some statements must be open to interpretation and discussion.

1. You will need a few “helpers” or “Umpires”.
2. Designate one side of the Volleyball court as the ‘Healthy Town’, and the other side as the ‘Unhealthy Town’.
3. Helpers tape the messages to the backs of the Players with the masking tape.
4. Once players all have messages on their backs, they must walk around the court, (doing forearm setting) passes to themselves. The Players may not talk to each other at this stage.
5. Blow your whistle to get their attention. Explain that they must read the messages on each other’s backs and advise each other where to go. E.g.
 - I think you must go across to Healthy Town’,
 - I think you must go to Unhealthy town’,
 - You must stay here!’ you are in the right place.
 - I am not sure where you should go; maybe stand in the middle by the net.
6. At this stage, they don’t reveal the statements yet. The helpers must ensure that participants stick to the rules.
7. The helpers must also re-enforce the Volleyball skills. 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 the Players to take the statements off their backs.
9. Ask the Players if they think they are in the right ‘town’.
10. The Coach asks a few random Players to read their statements.
11. Ask the helpers to share their observations of the exercise.
12. Have a brief discussion if there is disagreement about any statement. E.g. women are better at preparing healthy meals.



Closing Team Circle: 6 to 8 minutes

Step 1: The Coach REVIEWS

The session outcomes. Ask the players to :

- List the key components of a Healthy Lifestyle.
- Give examples of good and poor food choices.
- Explain a few benefits of healthy living.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could have been improved.

Step 3: The Coach FACILITATES a short discussion by asking the participants about behaviour change. What will they do to lead a healthier lifestyle?

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.

Concludes by summarising the key Healthy Lifestyle messages in the closing team circle.

SESSION 9

GENDER AND SEX

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

Biology

chromosomes, hormonal profiles, internal and external sex organs

Gender Masculine / Feminine

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.

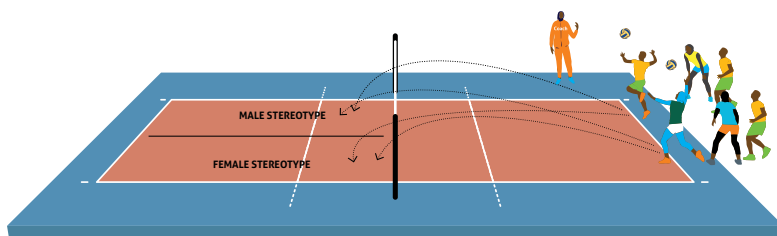
For example, in adverts, women are used to sell cosmetics and household products, but men sell cars, business products and investments



Gender and Inclusion Tips

1. Create a safe and inclusive environment where discussions about gender and sex are welcomed and respected.
2. Provide education and resources on topics such as gender equality, diversity, and inclusion, and ensure that all players feel valued and supported regardless of their gender identity or expression.

Activity - Gender and Sex



1. Players line up in 4 relay teams behind the baseline.
2. The coach calls a stereotype from the list below.
3. The team must quickly decide if this is a male or female stereotype.
4. When the coach blows the whistle, the player must serve the ball across the net into the male or the female half of the court.
5. The coach announces the correct answer but first asks the players to shout what they think. Teams must keep track of their scores.
6. The player must run to retrieve his/her own ball and return the ball to the next player in the team.
7. When the next sets of players are ready, the coach calls out another stereotype and repeats the exercise.

8. Teams score 5 points for serving the ball 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.

SESSION 10

CARE FOR THE ENVIRONMENT

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 the 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



Gender and Inclusion Tips

1. Emphasize the importance of environmental stewardship and sustainability and encourage female players to take an active role in caring for the environment both on and off the court.

2. Provide education and resources on topics such as recycling, energy conservation, and reducing waste, and empower female players to positively impact their communities.

Activity

1. Divide players into four equal groups.
2. The coach distributes 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 tasked with 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 positively impacts the environment. Point out that the players recycle old material instead of using raw material. Reflect on the need to recycle.
 7. Players share ideas on how the volleyball club or school can improve the environment.



Note to the Coaches

- It is essential 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 that bore the Players.
- If the Players are not inspired or motivated, they will not return to your training sessions and may choose unhealthy options. 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 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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