



# Volleyball



## Key Stage 3

### Game Development

#### Introduction

To develop the skills players need for a game of volleyball, it is important that they have lots of opportunities to practise volleying the ball in a rally. At this stage, it is important that the rules of volleyball are relaxed, if necessary, to allow a rally to take place. This will give the players a chance to practise the skills they require. The rules can then be applied as the players become more able.

#### Inclusion and Accessibility

While we would like all pupils to be included in Physical Education along with the others in their class, this is not always possible when it comes to playing the full version of the sport.

If a pupil has physical disabilities that mean they cannot safely take part in the game along with the other pupils in their class, then this pupil should be given the opportunity to take part in other physical activity. For example, a class could be split into groups, with some pupils practising the drills and others playing the game. The smaller group could practise the skills needed for the sport, or for the disabled version of the sport, alongside the rest of the class. These smaller groups would work in rotation, giving everyone an opportunity to play the sport and practise their skills.

Alternatively, some pupils may prefer to do a physical activity that they are particularly interested in, for example practising the drills needed for a sport they play outside of school.

### Tips

- Start with sitting volleyball until the players become more confident with hitting the ball.
- Use balls that are slower and softer than volleyballs, until the players have gained some confidence.
- Use an area and net of appropriate size for the court, depending on the group's ability.
- Mark out the court and explain what the different lines are for (but be sure to use flat and non-slip cones if there are no court lines).
- If a player is having difficulty with the game, perhaps let them start off a rally by throwing the ball to a team.
- Ensure players of a similar level are placed against each other.
- Allow players to have more than one touch, if necessary.
- Ensure the time set for each half is suitable for the age and ability of the players.
- Ensure player safety. Be careful if there are wheelchair users playing alongside non-wheelchair users.



### General

- Use a flat, hard playing surface.
- Ensure the adult to player ratio is appropriate so that every player has a chance to be involved.
- Divide players with difficulties evenly between teams.
- Remind players that there is a mixture of abilities on the court and it is important not to run into each other.
- Allow wheelchair users and those with difficulties and impairments more time.
- Use sitting volleyball to introduce concepts of the game then if appropriate begin to play standing volleyball.

### Physical Disability

- Reduce the size of the court for players with mobility difficulties.
- Lower the net, if necessary.
- If several wheelchair users are playing, they may need to use a bigger ball.
- Use a ball that is appropriate for the group of players, for example use a sponge ball, beach ball or a balloon if necessary.
- A player with mobility difficulties could be a server.
- Allow players to catch the ball first if they have difficulties with motor skills and co-ordination.
- If some players are wheelchair users, mark out an area for them to stay within to avoid collisions with other players who are not wheelchair users.

### Hard of Hearing or Deaf

- Demonstrate the game using a sign language familiar to the player.
- Use a visual sign to show that game time has started or stopped, e.g. a flag or "time out" sign.

### Sight Impaired or Blind

- For players with minor visual impairments use a brightly coloured ball that contrasts with the playing surface.
- Ensure that team bibs clearly contrast with each other.
- Make sure that cones and equipment marking the boundaries of the playing area are brightly coloured and clearly contrast with the playing surface itself.
- Use an audible ball (ball that makes a sound) with players who have a serious visual impairment.
- Allow an adult or 'seeing' player to guide them around the court using directions or a hand on their shoulder.