



Four Phases of Practice:

“TO BE PREPARED IS HALF THE VICTORY”

1. We intend to have all kids signing up to Physical Training and injury prevention before or after the training starts for about 45 minutes to 1 hour - 2 to 3 times a week depending on age and level of the team. Room Fight School

1 - Warm Up/Games and Ball Control (See Chart for estimate time)

- ❖ Use games to break the routine and get players ready.
- ❖ Games develop competitiveness, mental readiness, strategy, team work and aggressiveness.
- ❖ After games you should include a good number of disciplined, repetitive movements and/or contacts that will contribute to the development of proper skills and playing habits.
- ❖ Work on ball control by using drills that allow each player the opportunity to contact a ball in a process close to game reality. 3 touches. – 4 steps
- ❖ Ball control is the key differentiator at all levels.
- ❖ Take the opportunity to emphasize fundamentals. Detail on the right technique is extremely important.
- ❖ Coaches must closely supervise and make corrections at all times.
- ❖ Ball control is much more than just setting and bumping drills in pairs.

“The best athletes in the world are those who are willing to push harder and go through more pain than anyone else.”

2- Specific Drills with Technique Training Process (See Chart for estimate time)

- ❖ Train aspects of the game that require this type of repetition to become effective and efficient such as footwork for passing, defense footwork, blocking footwork, hitting and transition footwork patterns etc...
- ❖ In this phase of practice work the skills within the framework they are executed in a game. These drills continue to reinforce technique while allowing the athlete to apply and practice them within a game-like context. For example, outside hitters working on passing and hitting out of a specific serve receive zone that they may be playing, or transition hitting from specific blocking or defensive assignments and much more.
- ❖ These drills should be quicker, so the athlete is continuing to execute the skills but closer to game-like speed.
- ❖ Other aspects of play can be included in the drill to keep other players active, but feedback should be related to the purpose of the drill and overriding practice theme.



**You don't always get what you wish for;
You get what you work for.**

3 - Building Training in a Dynamic Format (30 minutes)

- ❖ Work on the skills that are required most in the overall emphasis or theme of the practice. For example: a practice designed to develop team defense process would include all types of defense technique (high defense, rolling, and reaction) as warm up process for the team drill, where you can combine team defense system following with setting and covering for example. Make it very dynamic.
- ❖ Teach and develop individual skills in this phase of practice through a series of repetitive contacts that allow the player to develop a “feel” for the correct technique plus learn the specific team offense or defense system we will be working on.
- ❖ Work on general fundamentals.
- ❖ Plan to work on major weaknesses from the group.
- ❖ Use game situations most of the time.
- ❖ Build drills to slowly introduce game situations

4: “Team” Work/Game-Like Drills (30 minutes)

- ❖ This phase takes the situation specific work done in Phase 3 and puts it to use in competitive game-like situations. This can be done with a group versus 3x3 4x4 5x5.
- ❖ Wash drills and controlled scrimmages are ideal for this.
- ❖ The tempo of these drills should be very quick and demanding of the player’s physical and mental attention. For this reason, straight scrimmaging should rarely take place in this phase of practice. Initiation of play should be quick, with very little down time as the team works to achieve the desired goals of the drill(s). Game situation rules:
- ❖ It is not a scrimmage
- ❖ Train specific rotations and provide repetition before rotating
- ❖ Coach must be very active
- ❖ Challenge athletes to do it right
- ❖ Push for quality not volume
- ❖ Punish mental mistakes (please be wise)
- ❖ Phrase kids when done right, or you see effort
- ❖ Lack of communication, Spike/Serve out of bounds, Positioning, lack of focus



“YOU DO NOT MERELY WANT TO BE CONSIDERED JUST THE BEST OF THE BEST. YOU WANT TO BE CONSIDERED THE ONLY ONES WHO DO WHAT YOU DO.”

- ❖ Have a theme to the practice plan; a practice emphasis. This emphasis should be part of an overall plan for the week of practice and should be based on the developmental needs of the team along with the amount of practice time available before the next competition.
- ❖ Every drill in the practice should have a purpose/motive that fits well with the overall theme and progression of the practice. Players should understand the motive of the drill and the intended goal and the requirements to complete or “get out of the drill.”
- ❖ Drill is to be performed for a certain amount of time.
- ❖ Specific number of correct or successful executions of a skill or element of a skill must be reached.
- ❖ Specific number of correct or successful executions in a row must be reached.
- ❖ Certain number of correct or successful executions has to be reached, going backwards for errors.
- ❖ Player(s) must “win” predetermined competition (wash-style drills.) Each drill should also have a predetermined “goal” of the drill, and should be clear to the player(s)/team.
- ❖ When doing individual skill try to have 3-4 in a group at a time to increase the number of quality repetitive contacts in a series. This will allow the athlete to work on the skill in a more concentrated amount of time and get a better feel for the correct technique.
- ❖ Design drills to have as many players active as possible, even when they are not the primary participants. One group performs the skill, another group counts and targets, while the third group shags and hands to a coach or teammate.
- ❖ Control player combinations and roles in drills. Be very specific about which players will work together and against each other; determine who will pass whose serves; predetermine combinations of players to work together in situational specific drills. Have these specific assignments written out in the practice plan for every drill.
- ❖ Incorporate aspects of conditioning into drills used in the 3rd and 4th phases of practice to maximize use of court time.
- ❖ Always look for new ways to practice the same things. Create new and effective ways for the team to work on the skills they need. Even when running favorite drills, look for ways to add new twists or change them up enough that they feel a little different without losing their effectiveness.
- ❖ As much as possible, end practice on a good note. Game-like drills that are developed to be challenging but attainable can boost a team’s competitive confidence. Ending practice after a successful rally or “point” to complete the drill can create eagerness and confidence in a player and team.