

INSPIRE VOLLEYBALL

D2. 2

SITTING VOLLEYBALL TRAINING MODULES

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Authors list: Lisa Zecchin (USMA), Gianluca Trolese (USMA)

Peer review by: Evi Pavlakou (KEAN), Athina Abatzidi (KEAN)

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Foreword

Purpose of the manual

This manual supports coaches, physical-education teachers and facilitators who want to bring sitting volleyball into a mainstream club or school setting. It was produced within INSPIRE VOLLEYBALL, an Erasmus+ Sport partnership that works on reverse inclusion: rather than adapting a mainstream game so that a person with a disability can take part, we invite able-bodied players into a discipline designed around the seated body. Everyone plays under the same ground-contact rule, and the usual advantages of height, reach and speed no longer decide the point.

The needs assessment carried out across the five partner countries gave this document its direction. Clubs have not attitudes as main obstacles but practical issues: coaches without a first experience of the seated game, uncertainty about equipment costs and a lack of ready session material. The pages that follow answer those three concerns with a single, tested pathway that any volleyball coach can run with equipment that is already in the gym.

Who this manual is for

The pathway addresses one mixed group rather than separate tracks for different roles. A coach, a young athlete from the standing game, a teacher and a first-time participant can follow the same sequence together, because the seated setting places them on comparable ground from the first minute. Where a note is useful for the person leading the session, it appears as a coaching cue inside the module. No prior experience of para-sport is assumed.

The manual works for three overlapping audiences: **volleyball coaches** who want to add an inclusive section to their club, **club managers** looking for a physical-education unit that normalises disability within their club, and **athletes** who will help run try-it days and demonstrations.

How to use this manual

Sections 1 and 2 give the background a facilitator needs before the first whistle: what the game is, why it belongs in a mainstream club and which pedagogical principles hold the sessions together. Sections 3 and 4 set out the learning progression and the shape of a single session. Section 5 is the core of the document, an eight-module pathway with objectives, activities, equipment, coaching notes and a link to the video that accompanies each module. Section 6 gathers the coaching habits that make a mixed session work, and Section 7 widens the view to the inclusion strategies a club needs if the activity is to outlast a first

enthusiasm. Section 8 offers ready-made sessions of different lengths, and Section 9 covers the organisation of open days, festivals and inclusive tournaments. The closing sections turn all of this into practice, with an observation tool, answers to common questions, a resource list, the competence profile of the facilitator, a glossary and a set of printable annexes.

A coach preparing a first session can read Section 1, skim Section 2 and go straight to the sample sessions in Section 8, returning to the module descriptions for detail. A trainer educating other coaches will find the full sequence more useful, since the modules build on one another and each phase prepares the next.

1. Introduction to Sitting Volleyball

1.1 What is Sitting Volleyball?

Sitting volleyball is a team sport played on a small indoor court with a low net, in which players keep contact between their pelvis and the floor while the ball is in play. It shares the logic of standing volleyball, three touches per side, a rally won by grounding the ball in the opponent court, but the seated position changes almost everything about movement. Players travel by pushing with their arms and sliding on the floor, and a rally is decided by anticipation and hand speed rather than by vertical jump. The court is compact, so the ball crosses the net quickly and rallies stay dense.

Because the seated position removes the reach advantage that dominates the standing game, a beginner and an experienced volleyball player start much closer together. That levelling is the reason the sport suits reverse inclusion so well: mixed-ability contact becomes the ordinary texture of the session instead of an exception that has to be arranged.

1.2 Origins and development

The game took shape in the Netherlands in the late 1950s as a form of rehabilitation that combined seated movement with the structure of volleyball. It entered the Paralympic programme for men in 1980 and for women in 2004, and it is now played in clubs and national teams across every continent. World ParaVolley governs the sport internationally, with ParaVolley Europe coordinating competition and development on the continent. The discipline has grown from a rehabilitation activity into a competitive sport that keeps a strong recreational and educational base, which is exactly the range this manual works within.

1.3 Benefits of introducing Sitting Volleyball

Adding a sitting volleyball section to a mainstream club returns value on three fronts.

Physical

Seated play develops trunk stability, shoulder and arm strength and hand-eye coordination. Movement on the floor recruits the core muscles continuously, and the low centre of gravity makes the activity gentle on the joints. Players without amputations can involve their legs during the warm-up, while the game itself equalises effort around the upper body.

Educational

The seated game is an efficient way to teach reading of the ball, decision making and cooperative play, because the compact court forces quick choices and constant communication. Learners who arrive from the standing game rediscover the fundamentals from a new angle, which deepens their understanding of trajectory, timing and support play.

Social and inclusive

When able-bodied and disabled players share the same rule and the same floor, the idea that sitting volleyball is only for people with disabilities dissolves through the experience rather than through a speech. The shared ground-contact rule turns inclusion into something practised, not proclaimed, and clubs that run open sessions report that this is where lasting attitudes change.

1.4 Basic rules

A facilitator needs only a handful of rules to run the sessions in this manual. The court and net dimensions differ from the standing game, and a short comparison makes the scale clear.

	Court length	Court width	Net height (men)	Net height (women)	Net height (mixed)
Sitting volleyball	10 m	6 m	1.15 m	1.05 m	1.10 m
Standing volleyball	18 m	9 m	2.43 m	2.24 m	2.35

Main rules

- **Ground contact.** The pelvis, or buttocks, must stay in contact with the floor whenever a player touches the ball, whether serving, receiving, attacking or defending. Lifting off the floor at the moment of contact is a fault, and the same rule applies to every player regardless of ability.
- **Three touches.** A team may touch the ball up to three times before returning it, as in the standing game.

- **Serve block allowed.** Players may block the serve, which adds a tactical element from the very first contact.
- **Net contact.** Only contact with the top band of the net during active play counts as a fault; incidental touches to the lower net are ignored unless they interfere with play.
- **Service and attack lines.** The server must keep the pelvis behind the end line until the ball is struck, and a back-row player may not have the pelvis cross the attack line (two metres from the centre) at the moment of a front-zone attack.

Differences from standing volleyball

Beyond the seated position and the ground-contact rule, the two games diverge in a few ways worth naming for players who know the standing sport. Movement happens through the arms, so positioning is planned earlier and covered distances are short. Blocking the serve is legal, which rewards an alert front row. The smaller court keeps players close to the net, so the middle of the game is fast and the margins for reaction are narrow.

1.5 Inclusive facilitation and language

Inclusive communication was the single tool that partner organisations requested most often, so it runs through every module rather than sitting in a box of its own. The aim of a session is simple: difference is ordinary, and everyone is addressed as a player first.

- Ask whether a participant wants help to move onto the floor or to set up, rather than acting first. Offering is respectful; assuming is not.
- Use plain, respectful terms, keep the focus on what people can do, and follow each person's own preference for person-first or identity-first language.
- Pair confident players with hesitant ones and rotate partners often, so that mixed-ability contact becomes the normal rhythm of the session.
- Apply the ground-contact rule to everyone, so the game stays fair and the point of reverse inclusion lands without a lecture.
- Meet the view that sitting volleyball is only for people with disabilities through shared play, not through argument. Ten minutes of mixed rallies do more than any explanation.

A session succeeds when a visitor cannot tell, from the way the group plays together, who arrived with a disability and who did not.

1.6 Equipment (balloons, balls and low-cost setup)

Equipment cost was named as the main practical barrier, so the pathway is built around items that are either already in a gym or inexpensive to add. The list below equips a group of twelve to sixteen players across the whole progression. Balloons carry most of the early learning because their slow flight gives beginners time to read and reach the ball.

Item	Use	Approximate quantity
Balloons	Main object for first contact and control work; slow flight, no impact	23 per player, plus spares
Standard or soft volley balls	Fundamentals and match play	10-15
Floor tape or cones	Mark small courts, target zones and start lines	1 roll or 810 cones
Loops or cones	Targets for technical exercises	2-4
Kneepads (optional)	Protect skin during scooting and sliding	Personal kit
Adjustable net or lowered standard net	Match play from Module 4 onward	1 (1.15 m / 1.05 m)

A regulation sitting-volleyball net is useful but not required to begin. A standard net lowered as far as the posts allow, or a rope with tape markers, carries the early modules without difficulty.

1.7 Safety essentials

Seated play is gentle on the body, and a few habits keep it that way.

- Keep the playing area clear of obstacles at floor level, since seated players have a low, wide field of movement and cannot step over a stray ball.
- Build in short water breaks, because seated play tires players more than it appears to and dehydration creeps up quietly.
- Hold back diving and fast throws onto a hard floor until a suitable surface are available.
- Warm up the shoulders, trunk and hands properly before any ball task, following the sequence in Module 2.
- Check clothing: close-fitting, smooth fabric slides safely, while loose material catches under the body or hands.

1.8 The court and the seated position at a glance

Two pictures cover most of what a facilitator needs to hold in mind before the first session. The first fixes the dimensions of the court and the position of the net and attack lines, so that a smaller practice court can be taped out in proportion. The second shows the ready position a coach demonstrates from the floor, where the pelvis stays in contact, the trunk stays balanced over the hips and the hands wait in front for the ball.

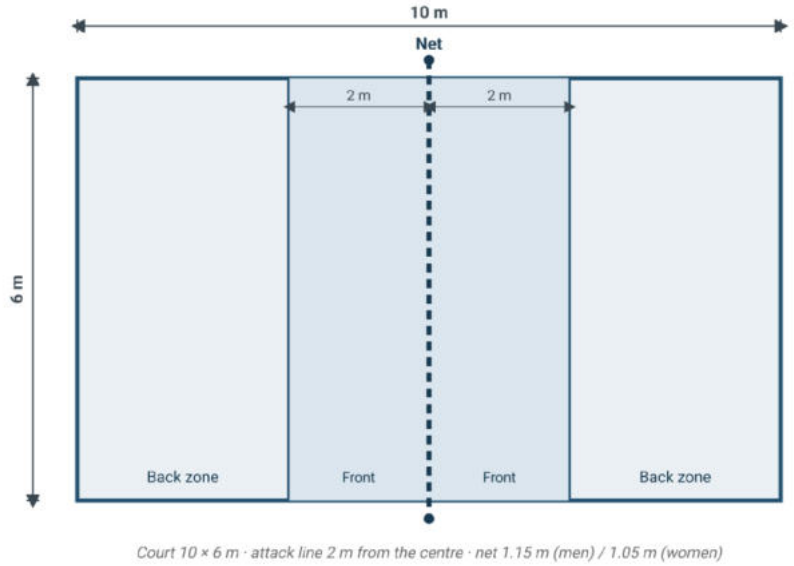


Figure 1. The sitting-volleyball court, with the ten-by-six-metre playing area, the central net and the two-metre attack lines.

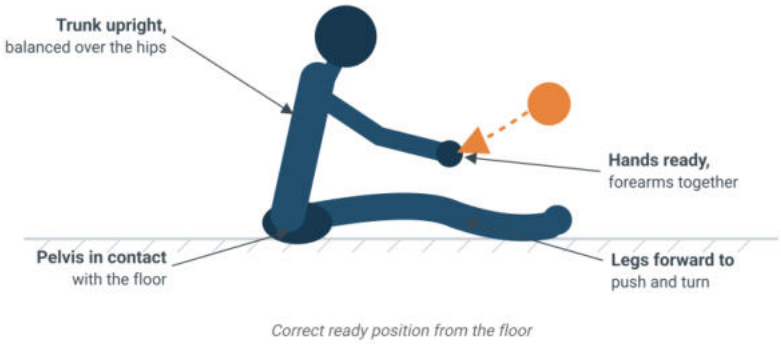


Figure 2. The seated ready position, demonstrated from the floor.

2. Pedagogical Framework

The pathway rests on a set of principles that keep every session coherent, whatever the mix of players in the room. They are drawn from game-based approaches to teaching sport and adapted to the seated setting, where the shared starting condition already does much of the inclusive work.

- **From simple to complex.** Sessions begin with basic seated movement before rules or techniques are introduced.
- **From the whole to the part.** Players experience the game before its technical gestures are broken down, so that skills are learned inside a purpose.
- **Learning by doing.** Understanding grows through direct experience rather than through long explanations.
- **Cooperative learning.** Activities are designed so that success depends on the group, which builds communication and trust.
- **Inclusive pedagogy.** The seated position places everyone in a comparable motor condition, reducing the advantage that habitual ability usually brings.
- **Playful learning.** Games are the main teaching and motivating tool throughout the pathway.

This structure is consistent with Teaching Games for Understanding, Game Sense and Nonlinear Pedagogy, which favour learning through meaningful game situations over the repetition of isolated technique. In sitting volleyball these approaches work especially well, because they let able-bodied newcomers understand the game from the inside while they develop motor, tactical and relational skills, together with a sharper sense of what inclusive sport asks of a player.

2.1 Educational objectives

Across the pathway a coach works toward a compact set of objectives that combine sport learning with the inclusive aim of the project.

- Adapt to seated locomotion and build the trunk stability the game requires.
- Control the ball from the seated position, first with balloons and then with volleyballs.
- Cooperate inside three-touch sequences and simple game situations.
- Read trajectories, anticipate and make decisions under mild time pressure.
- Experience mixed-ability play as ordinary, and carry that experience beyond the gym.

2.2 Learning outcomes

By the end of the pathway a participant can be expected to move efficiently while seated, keep ground contact during play, perform a controlled pass and set, take part in a three-touch rally, and play a simplified match while communicating with teammates. A facilitator can expect the group, whatever its composition, to sustain rallies and to organise itself around the net without constant direction.

2.3 Game-based learning approach

Technique in this pathway serves the game rather than the other way around. Modules introduce a skill at the moment it is needed to keep a rally alive, and Module 3 is built entirely around games rather than drills, using target challenges, team records and friendly contests to hold engagement while the fundamentals settle. This choice is deliberate: a game gives immediate feedback, keeps motivation high and lets players of different backgrounds find a role without being ranked against one another.

2.4 Principles of inclusive coaching

Inclusive coaching in this setting is less about special measures and more about consistent habits. Address the group as players, apply one rule to everyone, and design tasks that need cooperation to succeed. Vary partnerships so that no one is fixed in the role of helper or helped. Offer help before giving it, and let each participant set the terms of their own participation. When these habits are steady, the session carries its inclusive message on its own.

2.5 Safety considerations

The safety essentials in Section 1.7 apply to every session, and two points deserve repetition in a teaching context. First, the warm-up is not optional: shoulders, trunk and hands do the work of the whole body in this game, and they need preparation. Second, progress the physical demand gradually, holding back dives and hard contact with the floor until the surface and the players are ready. A coach who keeps the floor clear and paces the intensity will rarely meet an injury.

2.6 Coaching tips and communication strategies

Clear, short instructions work better than long descriptions in a game-based session. Demonstrate from the floor, name one focus at a time, and let the game supply most of the feedback. Ask questions that send players back into the task (“where is the space?”, “who calls the ball?”) rather than delivering the answer. Praise effort and cooperation as readily as a clean technique, since the pathway measures learning behaviours, not only results.

2.7 The module videos and how to use them

Each of the eight modules carries a short video, produced within the project and published on the INSPIRE VOLLEYBALL channel. The recordings are filmed from the floor, at the height a seated player actually sees, and they show the tasks running with a mixed group rather than with demonstrators alone. A written description of a seated movement is difficult to follow for a coach who has never watched one, and the videos close that gap in a couple of minutes.

The link for each module appears at the end of the module description in Section 5, and all eight are gathered in Annex E so that a partner can update them in one place. Three uses cover most situations.

- Preparation. A facilitator watches the module the evening before the session and borrows the demonstration, the wording of the rule and the pace of the task.
- Inside the session. A short clip shown on a tablet or a screen during the break replaces a long explanation, and it is particularly useful for participants who process a demonstration more easily than an instruction.
- Coach education and dissemination. The videos support the workshops described in Section 8 and give partner organisations something concrete to share with schools, municipalities and prospective participants.

Video does not replace the practical experience of playing the game. A coach who has spent ninety minutes on the floor understands the pathway in a way no recording transmits, and the videos work best as a reminder of something already experienced.

3. Learning Progression

The eight modules group into four macro-phases, each answering a guiding question that a player could ask themselves. The phases move from adapting to the floor, through ball control and cooperation, into game understanding, and finally into a match play. A coach can treat the phases as milestones: there is no need to leave one behind entirely before touching the next, but each phase prepares the ground for what follows.

3.1 Overview of the four macro-phases

Macro-phase	Modules	Guiding question	Main objective
1. Learn and adapt	12	What is sitting volley? How do I move effectively while seated?	Learn the rules, the movements. Develop body awareness and adapt to seated locomotion.
2. Explore the ball and build cooperation	34	How can I control the ball and work with others?	Develop coordination, confidence and cooperation through ball activities.
3. Understand the game	56	How does sitting volleyball work?	Build tactical awareness, decision making and game understanding through simplified play.
4. Play the game	78	How can I play effectively as part of a team?	Integrate technical, tactical and social competences in authentic match situations.

3.2 Didactic progression

The progression follows the pedagogical logic set out in Section 2: from simple to complex, and from the whole game to its parts. Early modules ask only for movement and contact, so that a first-time participant and a seasoned volleyball player begin on comparable ground. As control settles, the pathway adds cooperation, then tactical reading, then the full match. Balloons give way to volley balls, individual tasks give way to pairs and small groups, and open practice gives way to scored play. The pace belongs to the group: a confident room can compress the early phases, while a mixed beginner group may spend two sessions inside phases one and two before the net comes into regular use.

Move forward when the group can sustain the current task with enjoyment, not when a fixed number of minutes has passed.

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4. Training Session Structure

A complete session runs the eight modules in order and lasts between one hundred and five and one hundred and fifteen minutes, extendable to two hours with longer game phases. The table below shows the default shape. Sample sessions of shorter length appear in Section 8, where modules are selected and trimmed to fit the time available.

#	Module	Duration	Objective
1	Welcome and changing perspective	5 min	Open curiosity and introduce the ground-contact rule.
2	Motor exploration on the floor (warm-up)	20 min	Adapt to seated movement and prepare the body.
3	Ball familiarisation and basic movement	10 min	Combine movement with first ball control.
4	Serve, reception and side-out	15 min	Introduce technique through simplified cooperation.
5	Attack, block and defence progression (side-out)	15 min	Build rallies and read the play.
6	Simplified games	15 min	Play game-like phases with block, starting from a free ball.
7	Approaching the match	10–15 min	Apply skills in modified competitive formats.
8	6 vs 6 match	15–20 min	Play a full match integrating every element.

The session moves like a single arc: a short opening that changes perspective, a physical preparation, a rising engagement with the ball, and a competitive close. Each part carries the group toward the match without a hard break in rhythm, and the debrief at the end returns to the inclusive purpose that opened the session.

5. Training Modules

Sitting Volleyball for Beginners - Ludic-Pedagogical Training Module

Target: Able-bodied participants and absolute beginners, in a mixed group with players who have a disability.

Duration: 105–115 minutes, extendable to 120 minutes.

Setting: Indoor court with a clear, smooth floor. The net is introduced from Module 4.

Each module below is described with its objective, activities, equipment, coaching cues, common mistakes and adaptations, and its pedagogical focus. The coaching cues and common mistakes are written for the person leading the session; the adaptations note how to keep a mixed-ability group on the same task.

5. 1 Module 1 – Welcome to sitting volley!

Duration: 5 minutes.

Objective: Open curiosity, prepare participants for a different way of moving and playing, and introduce the one rule that defines the game.

Activities:

- A short spoken introduction to sitting volleyball and to the aim of the session.
- Explanation of the rules of sitting volleyball
- Explanation of the main rule: the pelvis stays in contact with the floor during play.
- A first invitation to sit down together, so that every player shares the same starting condition from the outset.
- Setting up the court together: players mark the boundary lines, the centre line and the attack lines with floor tape or cones (10 × 6 m, attack lines 2 m from the centre line), so that they know the court they are about to play on.

Equipment: Volleyball court, floor tape or cones for the lines, net.

Coaching cues: Keep the talking short and get everyone onto the floor quickly. Sit down yourself before you speak, so the group reads the seated position as normal rather than remarkable.

Pedagogical focus: Openness to a new experience, awareness of different movement possibilities, and an inclusive mindset from the first minute.

Video link: *youtube.com/watch?v=6rtQWVBl_rU&feature=youtu.be*

5. 2 Module 2 - Motor Exploration on the Floor (Warm-up)

Duration: 20 minutes.

Objective: Become familiar with moving while seated and prepare the body progressively for play. The warm-up doubles as the first experience of seated locomotion, so it is active and playful rather than a routine to be endured.

Why the warm-up matters: Seated play loads the trunk, the hip flexors, the lower back and the shoulders far more than standing volleyball does. Players who already play seated are used to this; able-bodied players are not, because standing play relies on the legs and does not ask the core to work continuously. Without a careful preparation they tire quickly in the trunk and lower back and compensate with the arms and shoulders. The warm-up therefore gives most of its time to the pelvis, the hips, the core and the spinal extensors, and to the rotator cuff, before moving on to specific seated movement. It is organised in five phases and condensed to 20 minutes from a 30-minute programme; when time allows, as in the first sessions of a new group, restore the second set of the exercises in Phases 3 and 4 and lengthen the mobility work.

Activities:

Phase 1 – General activation: heart rate and joint lubrication (3 minutes)

- Dynamic mobility of wrists, ankles and spine: circles of the wrists, elbows, shoulders and neck, at least 20 seconds per exercise, with more time on the neck (about one minute).

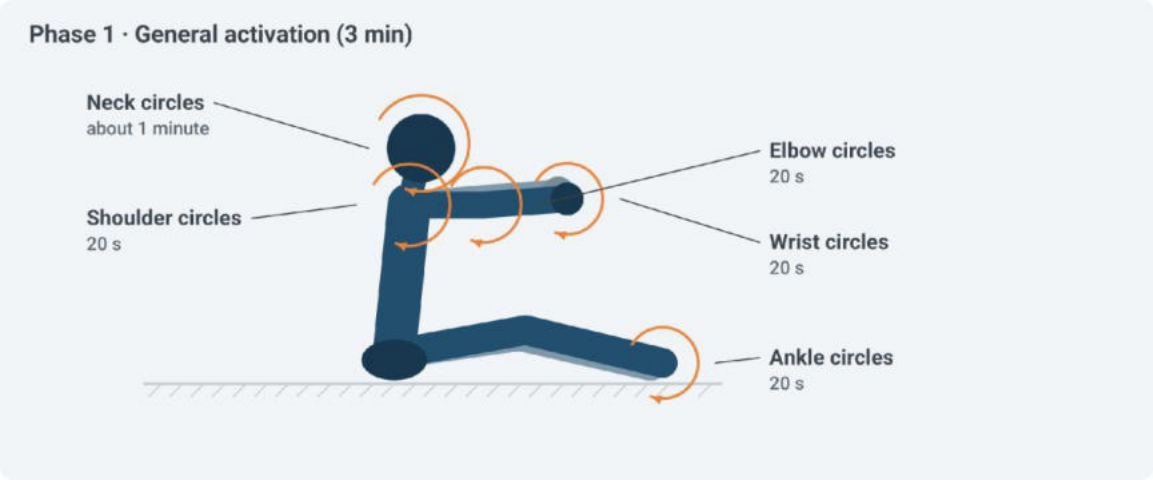


Figure 3. Phase 1 of the warm-up: joint mobility of the neck, shoulders, elbows, wrists and ankles from the seated position.

Phase 2 – Hip mobility and opening: pelvis, hip flexors and adductors (5 minutes)

- Pelvic tilt lying on the back, alternating anterior and posterior tilt, combined with breathing, 30 seconds.
- Pelvic rotations relative to the trunk, lying prone and then supine, 20 + 20 seconds.
- Modified 90/90 from the floor with quadratus lumborum stretch, 6 repetitions per side.
- Hip windscreen wipers, 30 seconds.
- Butterfly opening of the adductors, 30 seconds.
- Leaning on the elbows, hip circles, 6 per side.

- Seated dynamic hip extensions or glute bridge, 30 seconds.
- Seated with legs straight and apart, trunk rotations.



Figure 4. Phase 2 of the warm-up: hip mobility and opening exercises.

Phase 3 – Core, abdominals and spinal extensors: trunk stability and posterior chain (5 minutes)

- Controlled dead bug, 1 × 8 per side.
- Prone cobra for the spinal extensors, 1 × 12–15 with a two-second hold.
- Bird-dog on all fours, 1 × 6–8 per side.
- Crunches, 1 × 15.
- Leg raises, 1 × 10.

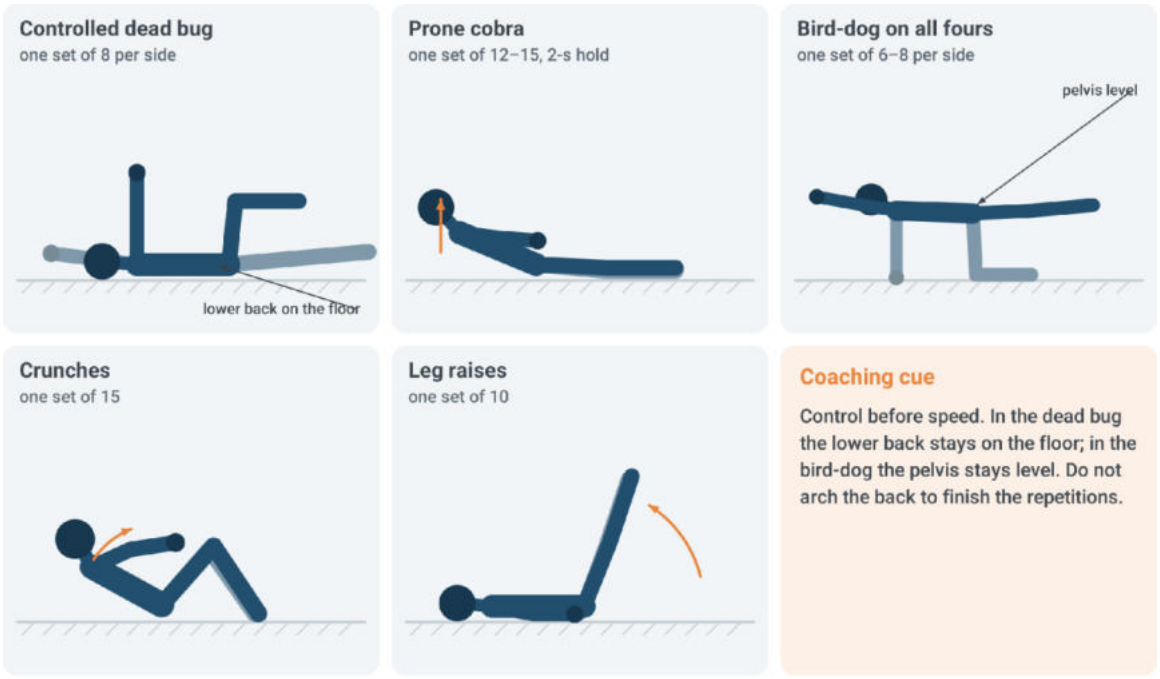


Figure 5. Phase 3 of the warm-up: core, abdominal and spinal-extensor exercises.

Phase 4 – Shoulder activation with resistance bands: rotator cuff, shoulder blades and joint stability (4 minutes)

- Work in pairs: one partner holds the band while the other performs the exercise, then they swap.
- External rotations with the band, shoulder at 90°, 1 × 12 per arm.
- Internal rotations with the band, 1 × 12 per arm.
- Face pull with the band, 1 × 12.
- Low row with the band, 1 × 12.

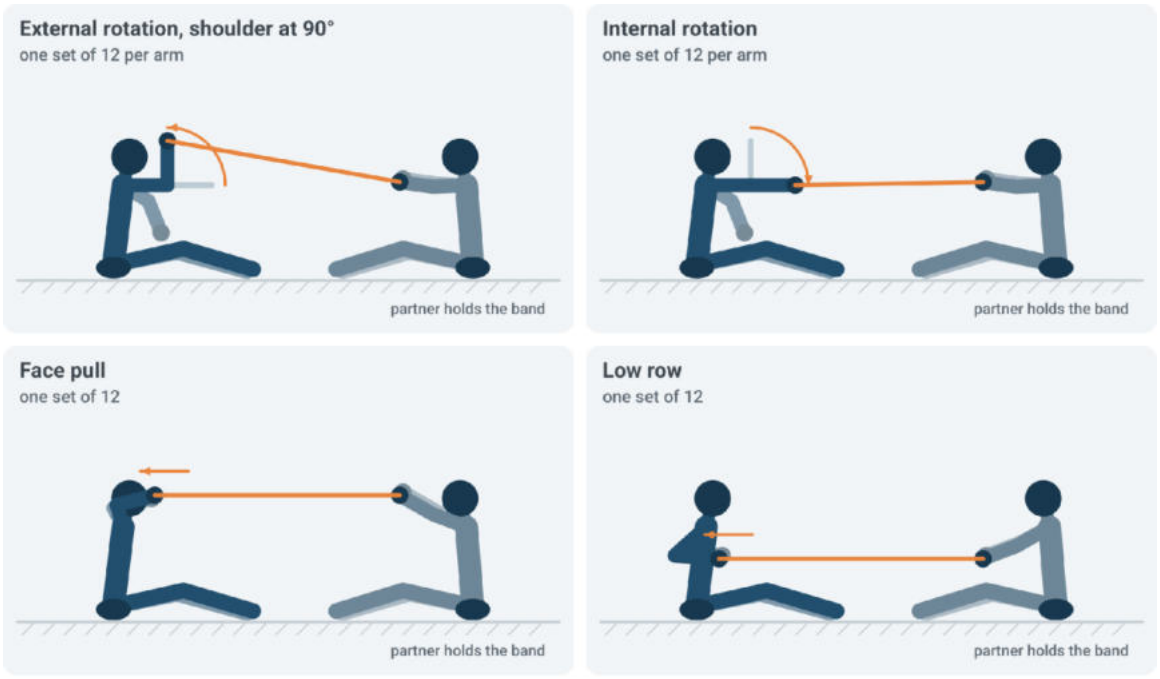


Figure 6. Phase 4 of the warm-up: shoulder activation with resistance bands, performed in pairs.

Phase 5 – Specific transfer and reactivity (3 minutes)

- Short seated sprints forward and backward over 4 metres, 4–5 repetitions with 10 seconds' recovery.
- Short seated lateral sprints over 4 metres, 4–5 repetitions with 10 seconds' recovery.
- Reception and defence simulation: on a signal, players slide and settle in the seated ready position.

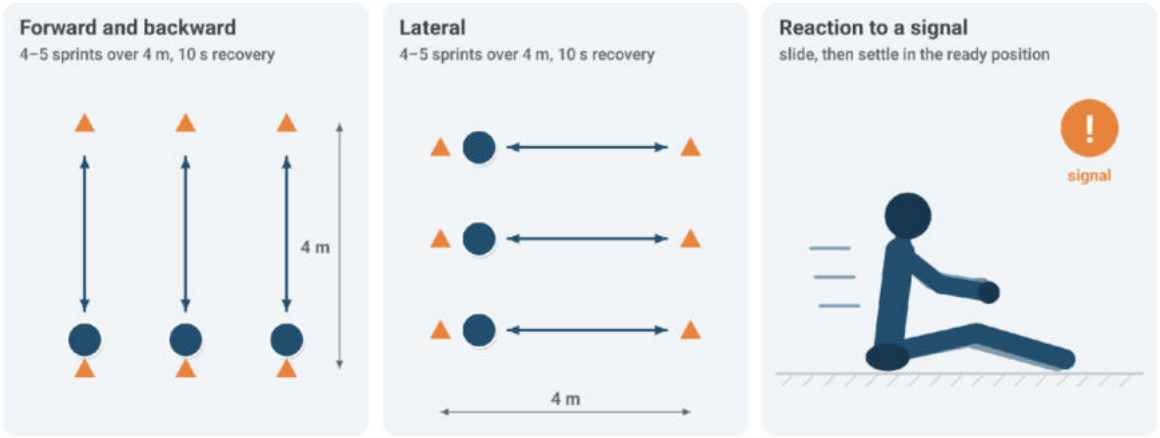


Figure 7. Phase 5 of the warm-up: short seated sprints over 4 metres and reaction to a signal.

Equipment: Court, cones to mark the 4-metre sprint distance, one resistance band per pair and, optionally, mats for the floor exercises. No ball yet.

Coaching cues: Run the phases in order, from general mobility to specific seated movement, and keep transitions short so the body stays warm. In the core phase ask for control before speed: in the dead bug

the lower back stays on the floor, in the bird-dog the pelvis stays level. For the band work, pair an able-bodied player with a player who already plays seated, so the more experienced partner can model the movement. Watch that the pelvis stays down during the sprints of Phase 5, so the habit forms before the ball arrives.

Common mistakes: Letting players lift onto their hands and "walk" instead of sliding; correct this gently and early. Rushing the core exercises or arching the lower back to complete the repetitions, which shifts the work away from the muscles the warm-up is meant to prepare.

Adaptations: Offer the leg movements as an option, never a requirement; the core and upper-body work keeps everyone on the same task. For players with a lower-limb impairment, replace leg raises, the 90/90 and the glute bridge with trunk and upper-body variations from the same phase.

Pedagogical focus: Physical activation, body awareness, preparation of the core and shoulders, and adaptation to seated locomotion.

Video link: *https://www.youtube.com/watch?v=H40kk-Drktk&t=3s*

5.3 Module 3 - Ball Familiarisation and Basic Movement

Duration: 10 minutes.

Objective: Coordinate seated movement with the first ball skills, mastering basic volleyball contacts from the seated position.

Activities:

- Balloon control, individually, using the slow flight to build confidence.
- Overhead passing and self-setting on the spot.
- Setting and forearm passing on the spot, then the same while moving.
- Passing in pairs, static first and then dynamic;

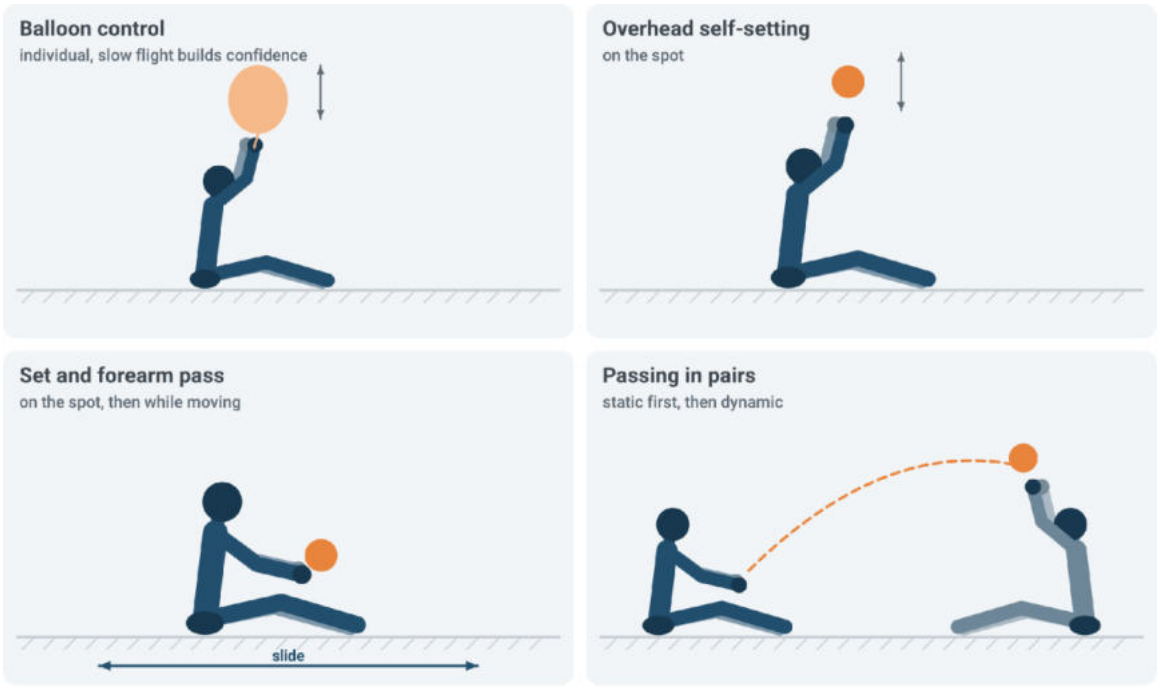


Figure 8. Ball familiarisation: balloon control, overhead self-setting, set and forearm pass, passing in pairs.

- Three-touch sequences: pass, set, spike, also run as a pepper drill in pairs (Figure 9).

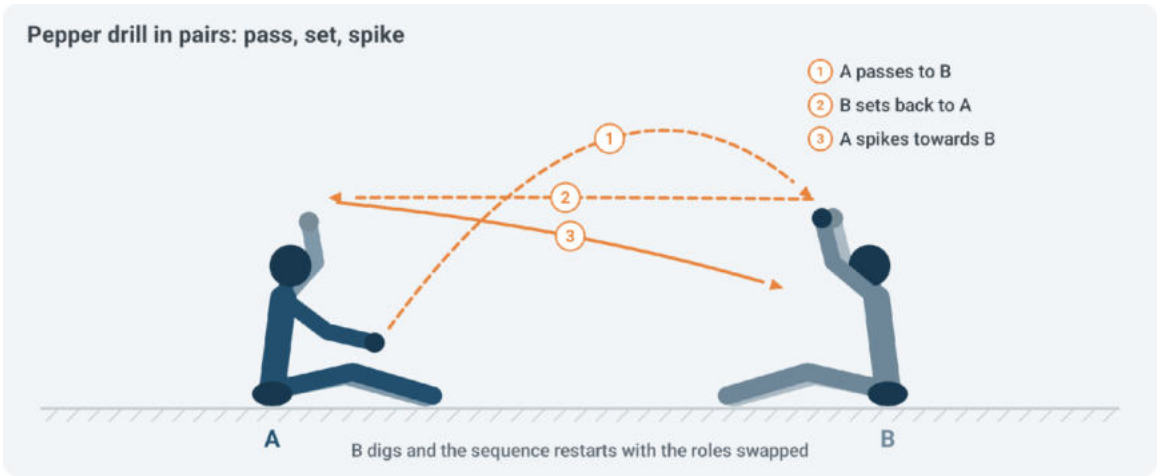


Figure 9. The three-touch sequence (pass, set, spike) run as a pepper drill in pairs.

Equipment: Court, balloons and volleyballs. No net. Begin with balloons and move to the volleyball once contact is reliable.

Coaching cues: Keep balloons in play as long as they help; they buy the time a beginner needs to get a hand under the ball. Move to the volleyball group by group rather than all at once, so no one feels rushed.

Common mistakes: Reaching for the ball with the hands while the trunk stays still. Encourage players to move the whole body to the ball by sliding, then play it.

Adaptations: A softer or slightly deflated volleyball bridges the gap between balloon and match ball for players who need it.

Pedagogical focus: Hand-eye coordination, ball control, confidence and cooperation.

Video link: *https://www.youtube.com/watch?v=acDS_nwQa7I*

5.4 Module 4 - Serve, Reception and Side-Out

Duration: 15 minutes.

Objective: Develop cooperation while introducing the main technical actions through simplified game situations. Technique appears here in service of keeping the ball alive with a partner.

Activities:

- Serve and receive in pairs

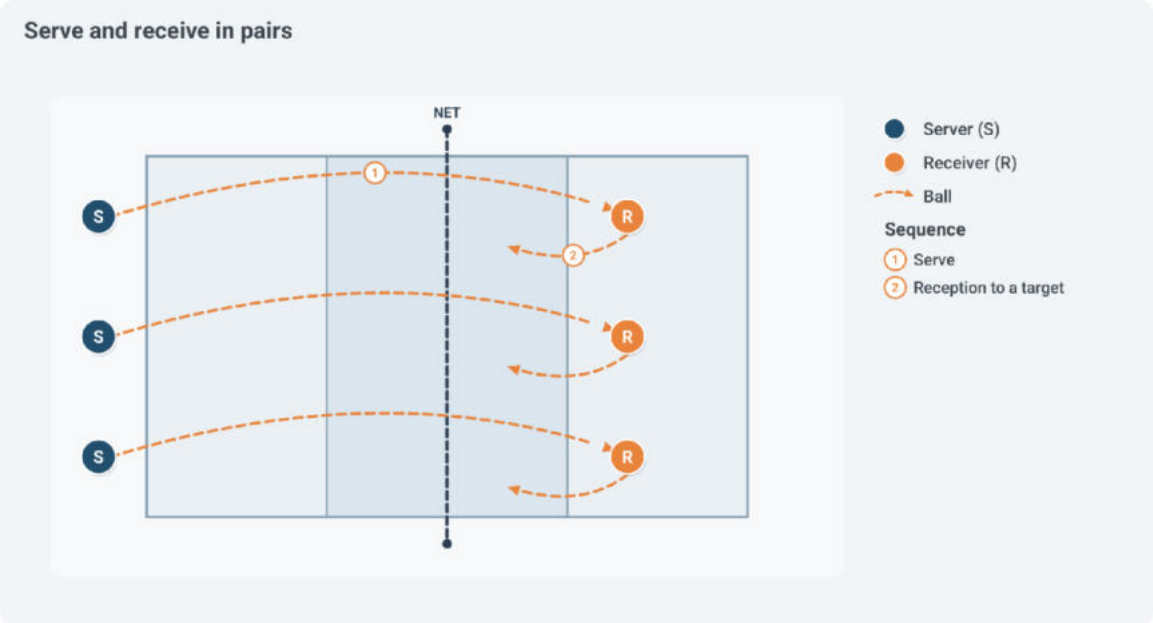


Figure 10. Serve and receive in pairs.

- Side-out drill: three-player serve receive with one setter; the remaining players serve from the service zone on the opposite side of the court.

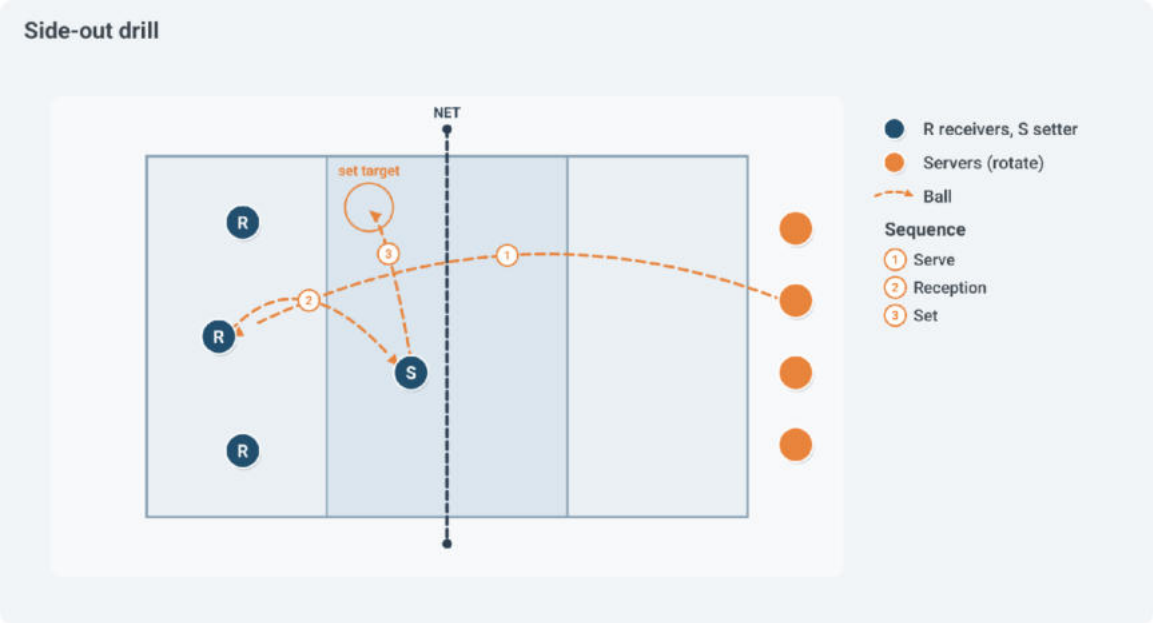


Figure 11. Side-out drill: three-player serve receive with one setter; the remaining players serve from the service zone on the opposite side.

Equipment: Court with net, volleyballs, and hoops or target zones.

Coaching cues: Set cooperative targets rather than competitive ones at this stage ("how many three-touch sequences can the pair complete?"). Cooperation before competition keeps a mixed group together.

Common mistakes: Rushing to the third-touch attack before the first two contacts are controlled. Reward a completed sequence over a spectacular but wild hit.

Adaptations: Allow an extra touch, a larger target or a lower net for pairs who need it; withdraw the support as control grows.

Pedagogical focus: Communication, trust, team cooperation and shared problem solving.

Video link: *https://www.youtube.com/watch?v=GLZ__3sGhsY*

5.5 Module 5 – Attack, Block and Defence Progression

Duration: 15 minutes.

Objective: Understand the logic of building a rally and develop tactical awareness through continuous, cooperative sequences.

Activities:

- Side-out drill + spike from position 2: three-player serve receive with one setter; the remaining players serve from the service zone on the opposite side of the court. Spiker in position 4 attacks the passing from the setter.

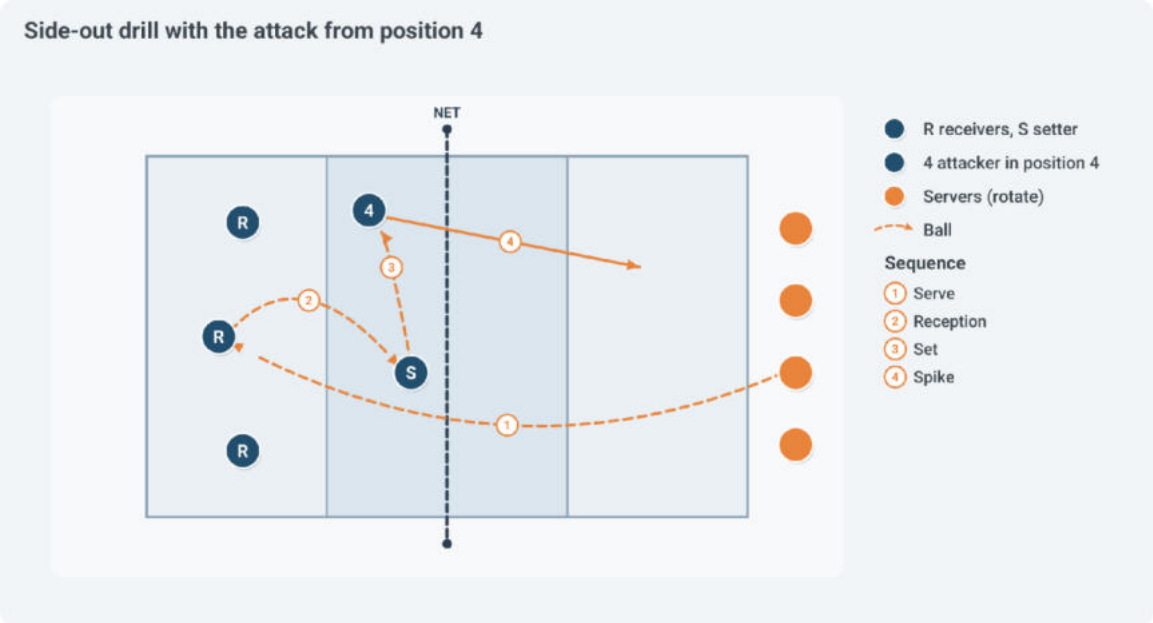


Figure 12. Side-out drill with the attack from position 4.

- Side-out drill + spike from position 4: three-player serve receive with one setter; the remaining players serve from the service zone on the opposite side of the court. Spiker in position 2 attacks the passing from the setter.

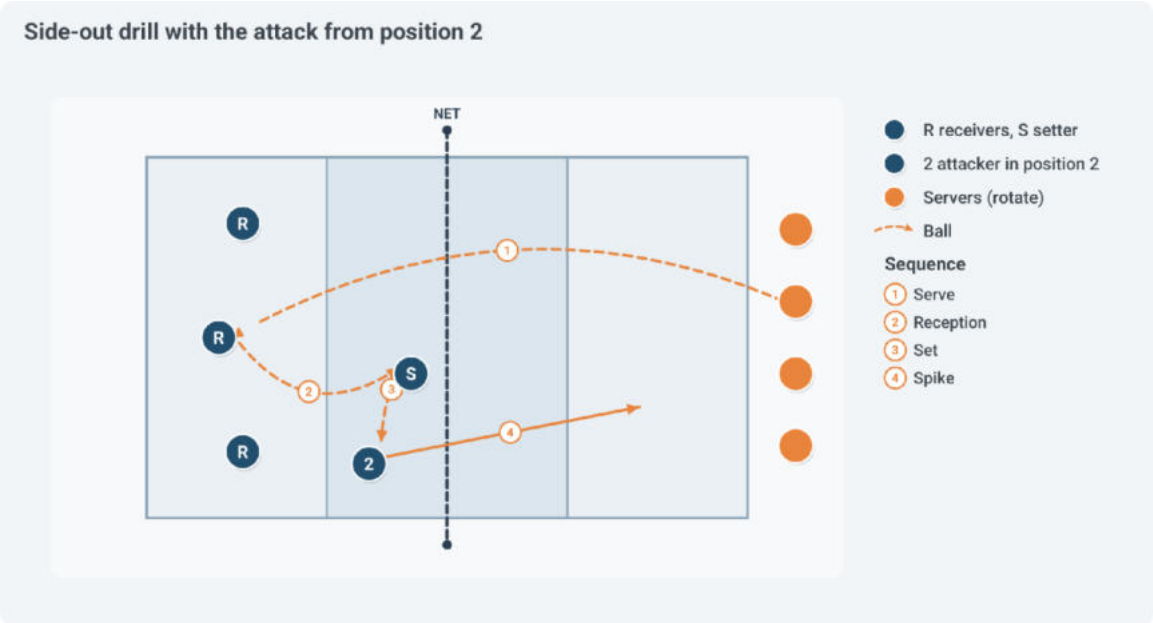


Figure 13. Side-out drill with the attack from position 2.

Equipment: Court with net and volleyballs.

Coaching cues: Ask the reading questions rather than giving the answers: where is the space, who covers the attacker, where should the set go. Keep the rally going as the shared goal, so tactics are learned inside a living sequence.

Common mistakes: Players watching the ball instead of moving to a support position. Cue the off-ball players by name during the rally.

Adaptations: Shorten the sequence for groups that lose the ball early, and extend it for confident groups by adding a touch.

Pedagogical focus: Spatial awareness, anticipation, reading of trajectories, tactical thinking and continuity of play.

Video link: https://www.youtube.com/watch?v=7lYHrr5xPXc

5.6 Module 6 - Simplified Games

Duration: 15 minutes.

Objective: Experience real game situations while approaching the official rules gradually.

Activities:

- Play phase with a two-player block in position 4, starting from a free ball. Six players, in a game-like exercise that starts from 22–22: free ball, forearm pass, set and attack against a set two-player block, then defence, set and counter-attack. The first set must go to zone 4.

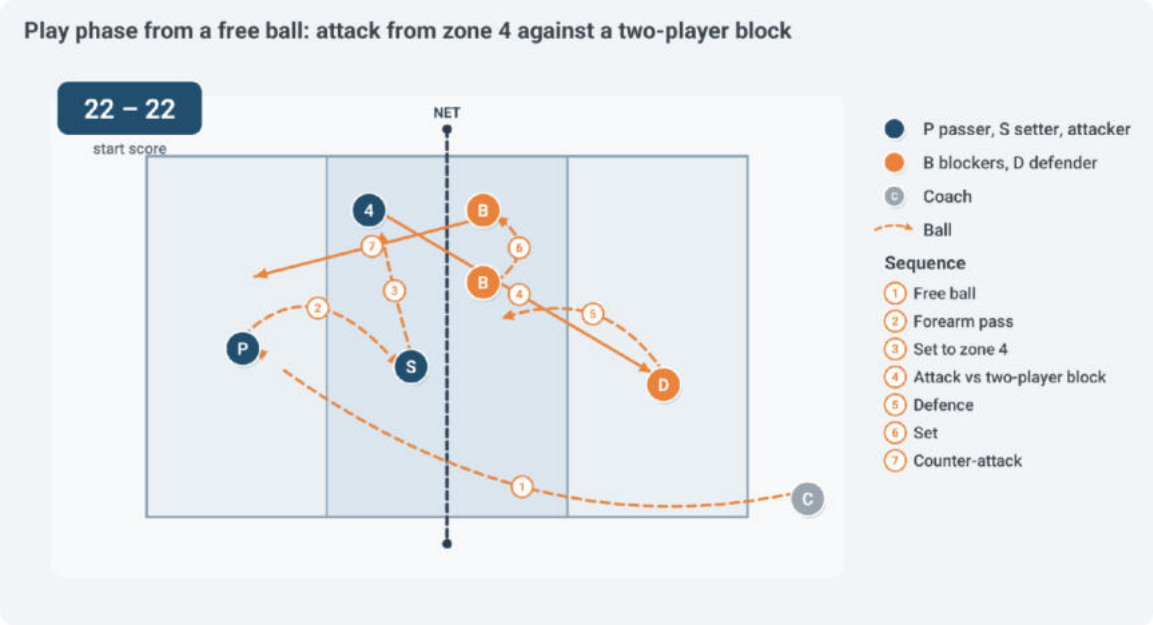


Figure 14. Play phase from a free ball, starting from 22–22: attack from zone 4 against a two-player block, then defence, set and counter-attack.

- Play phase with a two-player block in position 2, starting from a free ball. Same organisation, starting from 22–22: free ball, forearm pass, set and attack against a set two-player block, then defence, set and counter-attack. The first set must go to zone 2.

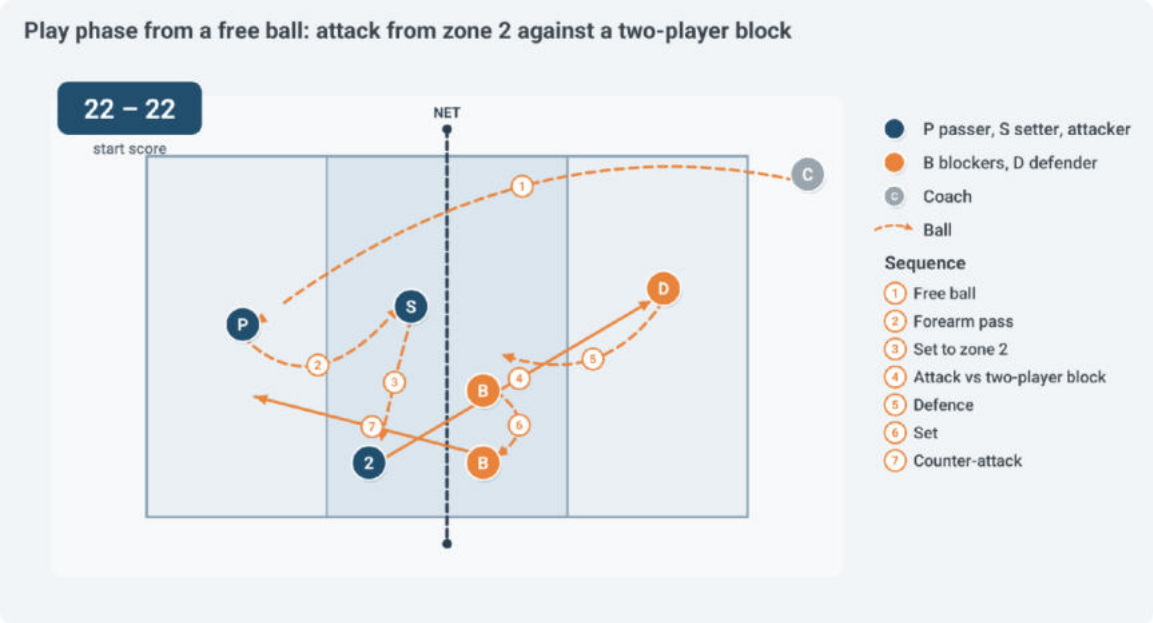


Figure 15. The same play phase with the attack from zone 2.

Video link: *https://www.youtube.com/watch?v=U_1uteCPvWk*

5.7 Module 7 - Approaching the Match

Duration: 10–15 minutes.

Objective: Apply technical and tactical skills in realistic game situations while keeping a playful learning environment through modified scoring.

Activities:

- Modified games using alternative scoring systems that reward cooperation and reading of the game. For example:
    - Start each set at 20–20 to keep every game close and every point meaningful.
    - A team earns a point only after winning two consecutive rallies (a confirmation action).
    - An ace is worth two points; a successful block is worth two points.
- Mini-sets starting from 20–20: a free ball is thrown into one of the two courts and the teams build the play from it. Each action is worth one point; an ace earns two points for the serving team and costs the receiving team one point; a block is worth two points. The confirmation rule can be added.
- Frequent player rotation and shared, cooperative team objectives.

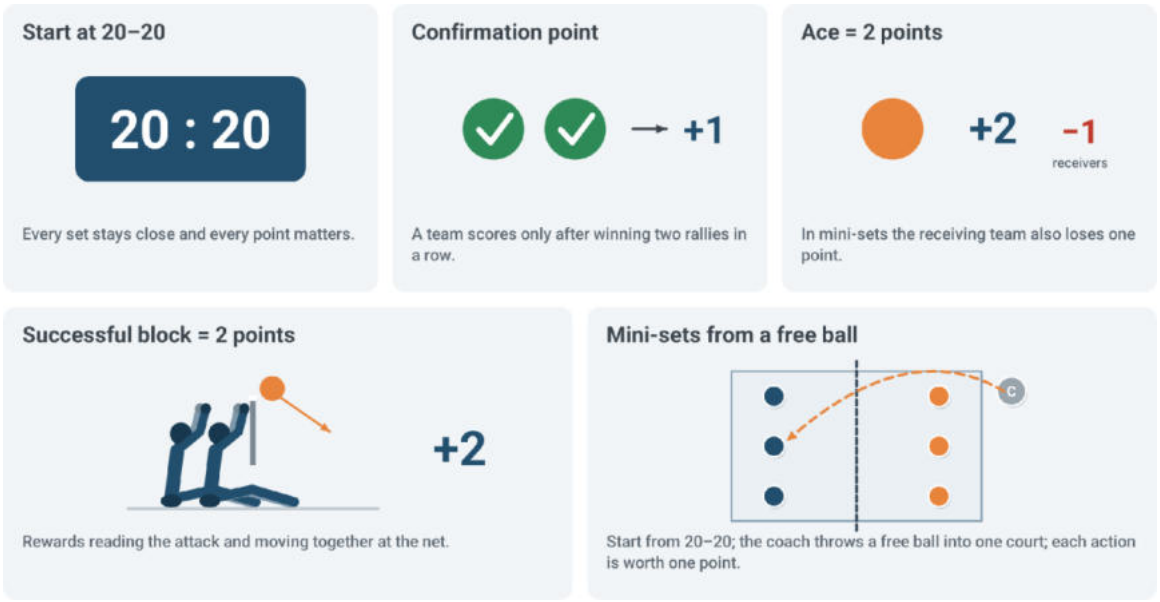


Figure 16. Modified scoring systems used to approach the match.

Equipment: Court with net and volleyballs.

Coaching cues: Explain that the scoring is designed to reward the parts of the game the pathway values, so players aim for sequences and blocks rather than single powerful hits. Rotate roles so responsibility moves around the team.

Common mistakes: Letting one or two players carry the scoring. The confirmation rule helps, and so does naming a different player to start each rally.

Adaptations: Adjust the alternative scoring to the group; the aim is a close, cooperative contest, not a strict system.

Pedagogical focus: Tactical adaptation, team strategy, communication, responsibility and fair play.

5.8 Module 8 - 6 vs 6 Match

Duration: 15–20 minutes.

Objective: Play a complete sitting-volleyball match, integrating the motor, technical, tactical and social skills built through the session.

Activities:

- A full 6 vs 6 match following the official rules wherever the group can manage them.
- Coach feedback during natural breaks rather than constant interruption.
- A closing reflection and debrief that returns to the inclusive purpose of the session.

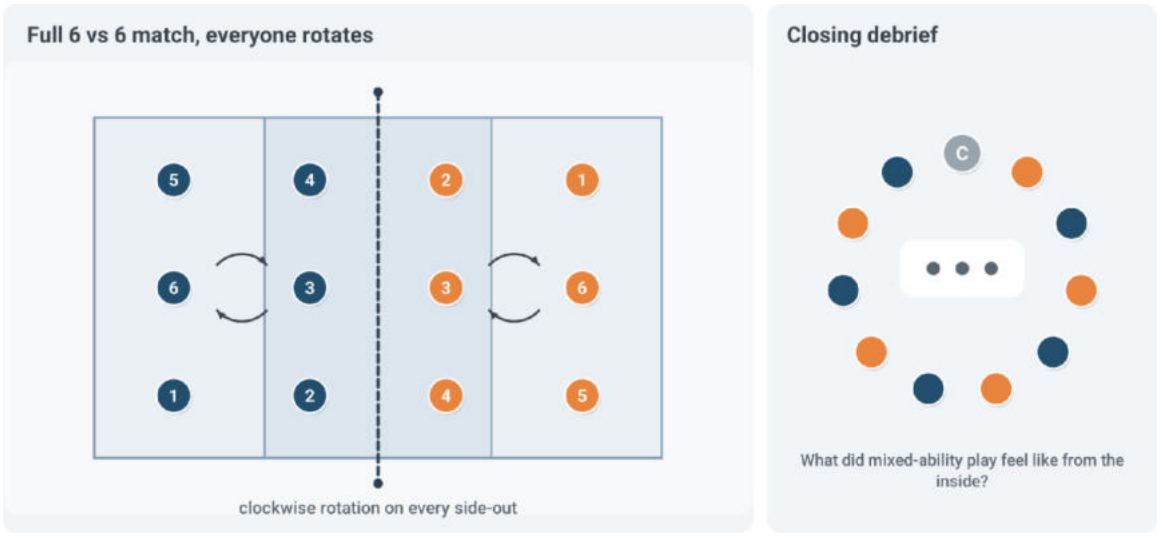


Figure 17. The 6 vs 6 match with full rotation, followed by the closing debrief.

Equipment: Court with net and volleyballs.

Coaching cues: Let the game run. Save feedback for breaks, and use the debrief to ask what the mixed-ability play felt like from the inside, which is where reverse inclusion does its work.

Common mistakes: Stopping play too often to correct technique. At this point the match is the teacher.

Adaptations: Scale to 4 vs 4 or 5 vs 5 for smaller groups, keeping full rotation so everyone plays every position.

Pedagogical focus: Game autonomy, teamwork, inclusion, decision making, respect for the rules, and enjoyment.

Video link: *https://www.youtube.com/watch?v=niKQPnRUnLY*

6. Coaching Guidelines

The modules give the content of a session; this section gives the habits that make it work with a mixed group. None of them requires special training, and together they carry the inclusive purpose of the pathway without turning it into a talking point.

Creating an inclusive environment

Address the group as players from the first word, apply the ground-contact rule to everyone, and get onto the floor yourself. An environment reads as inclusive when the seated position is treated as the ordinary condition of the game rather than as an accommodation. Small signals matter: sit while you explain, join a drill, and let the group see that you play by the same rule you set.

Managing mixed-ability groups

Vary partnerships often and pair confident players with hesitant ones, so no one settles into the role of helper or helped. Use cooperative targets in the early modules, where success belongs to the pair or the team, and hold back competitive scoring until everyone is inside the rallies. When you run several courts, set different rules on each so that games of different levels play side by side without ranking players against one another.

Giving effective feedback

Name one focus at a time and let the game supply most of the correction. Feedback lands better during breaks than in the middle of a rally, and a question that sends a player back into the task teaches more than an instruction. Praise a completed three-touch sequence and a good call as readily as a clean spike, because the pathway values the behaviours that keep a mixed group playing together.

Encouraging participation

Design tasks that need every player to succeed, and rotate roles so that responsibility moves around the team. Frequent rotation, cooperative objectives and the confirmation-point rule in Module 7 all pull participation across the group. Watch for the player who drifts to the edge, and bring them back with a named role in the next rally rather than with a general encouragement.

Keeping activities playful

Games are the main teaching tool, so lean on them. The mirror game, traffic light, seated relays, target serves and team records turn technical work into play, which sustains motivation and keeps a beginner from feeling exposed. A session that feels like a game will hold a mixed group far longer than a session built on repetition.

Progressing or simplifying exercises

Every module carries adaptations that move a task up or down. To simplify, allow an extra touch, a bounce, a larger target or a lower net, and keep the balloon in play longer. To progress, add a touch to the sequence, tighten the target, raise the net toward regulation height and introduce official scoring. Read the group and adjust in the moment; the right level is the one where players sustain the task and enjoy it.

7. Inclusion Strategies

The previous section describes what a facilitator does inside a session. This one takes a wider view and sets out the strategies that make mixed-ability sitting volleyball a stable part of what a club, a school or a community organisation offers. Inclusion in the partner countries rarely fails for lack of goodwill. The needs

assessment found willing coaches, occasional open sessions and very few arrangements that bring a participant back a second and a third time, which is where inclusion either takes hold or quietly stops. The pages below move from the design of a single activity to the organisational decisions that keep the activity alive.

7.1 From access to participation

Access and participation are separate achievements, and a club can reach the first without ever arriving at the second. A person who finds the gym open, the door wide enough and a friendly face at the entrance has access. Participation starts when that person holds a real role in the session, decides how far to take part, and comes back the following week because something in the room now belongs to them. Clubs count the first and assume the second follows.

Every module in this manual is designed with participation as the target. All players work under the same rule, each of them receives a task they can perform, and the group is asked to succeed together. A facilitator who wants to know whether a session reached participation can ask three questions while packing away the equipment.

- Did every player touch the ball inside a rally that mattered to the result?
- Did anyone spend more than two minutes waiting in a queue or watching from the side?
- Could a visitor arriving halfway through tell, from the play alone, who came with a disability and who did not?

Three affirmative answers describe a session that has done its work. A negative answer points to a specific adjustment: more courts and smaller games for the queue problem, different grouping for the visibility problem, a rule change for the player who never reaches the ball.

7.2 Choosing the right form of activity

Inclusive practice offers a range of formats, and a coach chooses among them rather than applying one of them everywhere. The table below adapts the widely used inclusion spectrum to a seated setting and adds the reverse-inclusion format that gives this project its name. Most sessions in this manual sit in the first two rows, with the reverse-inclusion logic running underneath all of them.

Format	What it looks like	When it works	What to watch
Open activity	Everyone does the same task with no change at all: seated relays, the mirror game, balloon control.	Early modules, warm-ups and any task that the seated position already equalises.	A task that looks open can still exclude if it rewards reach or speed above reading of the ball.

Format	What it looks like	When it works	What to watch
Modified activity	One task, with the space, the number of touches or the equipment varied by pair or by court.	Ball work, three-touch sequences and small-sided games with a wide range of ability.	Keep the modification attached to the task rather than to the person, so no one is labelled by the version they play.
Parallel activity	The same game runs on two or three courts at different levels, and players move between them.	Large groups, or a group where a few players are far ahead of the rest.	Movement between courts has to be routine and two-way, otherwise the courts turn into a ranking.
Separate activity	A short specific block, for example serve practice for competitive players or transfer practice for new wheelchair users.	Rarely, and for a defined technical purpose agreed with the players involved.	Never use it as the default answer to a mixed group; bring the group back together before the end of the session.
Reverse inclusion	Able-bodied participants join a discipline built around the seated body, under its rules.	The organising logic of the whole pathway, and the format for try-it days, school visits and club open sessions.	The effect depends on the rule applying to everyone without exception, including the coach.

A session usually moves through more than one of these formats. A group might warm up with an open activity, work on three-touch sequences with the number of allowed touches modified by pair, and finish with two parallel games running side by side at different net heights. The judgement a coach makes is about the task, and the answer changes as the group changes.

7.3 Adapting a task: the STEP framework

When a task is either too hard or too easy for part of the group, four things can be changed, and the STEP framework names them: Space, Task, Equipment and People. The value of the framework is that it gives a coach a quick, ordered set of options in the middle of a session, when there is no time to redesign an activity from scratch. The table gives the adjustments that work in seated play.

Element	What to change	Examples in sitting volleyball
Space	The size and shape of the playing area, the distance between players, the height of the net.	Narrow the court so a player covers less ground; shorten the passing distance for a pair that loses the ball; lower the net on one court; add a neutral zone in front of the net for beginners.
Task	The rule, the number of touches, the objective, the scoring.	Allow one bounce before control; permit a catch and a throw instead of a pass; count consecutive touches rather than points; require every player to touch the ball before the return.
Equipment	The object played, its size, weight and speed, and the targets used.	Balloon, beach ball, soft volleyball, slightly deflated ball, match ball; larger hoops as targets; tape marks instead of cones for players with low vision.
People	The size and composition of groups, the roles inside the team, the rotation.	Play three against two to give the weaker side an advantage; give a player a fixed setter role for one game; pair a confident player with a hesitant one and change the pairs every few minutes.

Two habits make the framework useful in practice. Change one element at a time, so that the effect is readable, and withdraw the adjustment as soon as it stops being needed. An adaptation that stays after the difficulty has gone becomes a statement about the player rather than about the task.

7.4 Working with different participant profiles

Sitting volleyball asks less adaptation than most sports, because the seated position already removes the demands that exclude many players. Coaches new to mixed groups still ask what to expect, so the table below gathers the adjustments that come up most often. It is a starting point for preparation and never a substitute for asking the person in front of you, who knows their own body far better than any table. The right question is short and open: is there anything that would make this easier for you today?

Profile	Practical adjustment	What stays the same
Lower-limb amputation, with or without prosthesis	Agree where the prosthesis is stored and whether it stays on; check the floor temperature and roughness; allow a cushion or padding under the residual limb.	Movement, rules and technical work; this profile matches the competitive form of the sport closely.

Profile	Practical adjustment	What stays the same
Spinal cord injury, wheelchair user	Plan the transfer to the floor and back, and agree who assists and how; keep the chair within reach at the edge of the court; check skin protection and clothing.	Full participation in every module; trunk control develops with practice, and supports can be reduced over time.
Limited trunk control or balance	Offer a wall, a low bench or a partner as a support for the first sessions; shorten the movement distances; allow a two-handed contact where a one-handed one is unstable.	The ground-contact rule, the sequence of the modules and the technical objectives.
Cerebral palsy or impaired coordination	Keep the balloon in play longer; increase the size of targets; give one instruction at a time and repeat it in the same words; allow extra touches.	The game itself, the grouping and the expectation that the player takes a full part in rallies.
Visual impairment	Use a brightly coloured or sound ball; mark zones with tape that can be felt; call the player by name before a pass; describe the court layout at the start and keep it unchanged.	The rules, the cooperative tasks and the team roles; a fixed court and a consistent call system carry most of the work.
Hearing impairment	Face the player when speaking, use clear hand signals for stop, rotate and score, and demonstrate rather than explain; agree a visual signal to replace the whistle.	Every element of play; communication inside the team simply becomes more visual.
Intellectual disability	Break the task into two or three steps, demonstrate each one, keep rules stable across the session and add complexity slowly; use short, concrete language.	The pathway, the games and the shared scoring; predictability matters more than simplification.
Older or deconditioned participants	Shorten the active blocks and add water breaks; keep movement distances small; extend the warm-up for shoulders and wrists.	The full sequence of modules, at a slower pace and with the same tasks.
Able-bodied club players	Add constraints rather than remove them: fewer touches, tighter targets, a non-dominant hand rule, a fixed defensive zone.	The rule, the court and the obligation to keep the rally alive with every teammate.

Reading down the third column is the point of the table. The constant elements outnumber the variable ones in every row, which is the practical reason sitting volleyball supports mixed groups so well.

7.5 Language, first contact and the welcome

Partner organisations named communication as the single skill they most wanted coaches to develop, ahead of technical knowledge of the sport. The first three minutes of a session carry more weight than any later correction, because a participant decides very early whether the room expects them to belong there.

- Greet each arriving participant individually and by name where you know it. Speak to the person rather than to a companion, a parent or a support worker, even when that person answers for them.
- Offer help before giving it and accept a refusal without insisting. Moving someone's wheelchair, taking an arm or lifting a bag without asking removes the control that the session is meant to hand over.
- Follow each person's own preference between person-first language, such as a player with a disability, and identity-first language, such as a disabled player. Both are used across Europe, and preferences differ within a single group.
- Avoid the vocabulary of misfortune. Terms built on suffering, confinement or bravery place a player outside the ordinary business of a training session.
- Describe what people do rather than what they have: the player who covers the back zone, the pair on court two, the setter with the quick hands.
- Give instructions to the whole group in the same way and resist the reflex to repeat a rule more slowly to a disabled participant who has understood it perfectly.

The same care applies to written and visual communication. A poster showing only wheelchair users will bring wheelchair users and no one else, and an invitation that describes the session as an activity for people with disabilities has already lost the reverse-inclusion argument before anyone arrives. Section 9.11 returns to this point with the promotion of open events.

A session succeeds when the way people speak to each other on court is indistinguishable from any other training evening in the club.

7.6 Grouping, pairing and rotation

Group composition does more inclusive work than any speech a coach can give, and it is entirely under the facilitator's control. Three practices carry most of the effect.

Rotate partners on a fixed rhythm

Change pairs every three to five minutes in the early modules, using a simple mechanical rule such as one line moving one place to the right. A visible, arbitrary rule removes the awkward moment of choosing and

prevents the group from settling into comfortable clusters. By the end of a session every player should have worked with most of the room.

Mix ability deliberately, and vary how

Sometimes pair a confident player with a hesitant one, sometimes pair two hesitant players together. The second combination matters more than coaches expect: two beginners working alone discover that they can sustain a rally without assistance, which a well-meaning stronger partner often prevents.

Rotate roles as well as places

Move players through serving, setting, front zone and back zone, and give the responsibility of calling the ball to a different player in each game. Roles distribute attention around the team, and a player who has been the setter for one game reads the game differently afterwards.

7.7 Preventing the helper and helped pattern

Mixed groups drift, without anyone deciding it, into a stable arrangement in which the same people assist and the same people receive assistance. The arrangement feels kind from the inside and undoes the purpose of the session, because they helped player never becomes a teammate whose contribution the result depends on. Reverse inclusion gives a coach an unusual advantage here: in this sport the able-bodied newcomer is the one learning, and the experienced seated player is often the one who explains.

- Design tasks whose success needs every player, such as a team record that counts only when all members have touched the ball.
- Give technical demonstration roles to experienced disabled players when they are present and ask them to lead a drill.
- Watch for the player who always fetches the balls, always sets for others and never attacks, and change the rotation.
- Use scoring that rewards the sequence over the finish, so that the third touch stops being the only valued action.
- Withdraw an adaptation as soon as it is no longer needed and say so plainly when you do.

7.8 Dignity, safeguarding and consent

An inclusive session carries responsibilities that reach beyond the coaching content. Most partner organisations already work under a national safeguarding framework, and the points below are the ones that apply specifically to seated, mixed-ability play.

- Physical contact happens in this sport, through transfers, close play on the floor and occasional collisions. Ask before touching, explain what you are about to do, and prefer a support that the player controls, such as an offered forearm.

- Two adults should be present at sessions involving minors or adults with support needs, following the safeguarding policy of the host organisation.
- Health information belongs to the participant. Collect only what the session requires, keep it with a named person, and store it under the data-protection rules described in Section 9.10.
- Photography and filming need explicit permission, recorded in writing and revocable. A participant who agrees to be filmed for a club album has not agreed to appear in a project publication.
- A participant sets the limits of their own involvement, including the right to sit out a task without giving a reason and to rejoin at any point.
- Handle disclosures of harm according to the safeguarding procedure of the organisation and never on your own initiative.

7.9 Widening participation across gender and age

Disability is one dimension of who reaches the court, and it interacts with others. Women and girls are under-represented in para-sport across all five partner countries, and the gap widens with age. Sitting volleyball starts from a favourable position, since mixed teams are ordinary in recreational play and the seated position narrows the physical differences that push adolescents towards separate groups.

Practical measures work better than statements of intent. Set a minimum number of women or girls on court in mixed formats rather than a maximum. Schedule sessions at times that fit school and family routines and say clearly in the invitation that the session is mixed. Recruit and name women as coaches and demonstrators, because a first-time participant reads the composition of the coaching team before reading any of its communication. Where a partner works with an age range spanning several decades, run intergenerational formats deliberately: a team of three generations changes the pace of the game, and the seated position makes that mixture playable.

7.10 From a single session to a permanent offer

The step that partners find hardest is the move from an event to a routine. A try-it day generates enthusiasm and a list of names, and the list decays within a month unless something is already scheduled. The five stages below describe a realistic path over one season, with the decision that has to be made at each point.

Stage	What happens	Decision to take	Typical timing
1. Test	One try-it session inside an existing club evening, run by two coaches with borrowed equipment.	Who leads it, and which existing group hosts it.	Month 1

Stage	What happens	Decision to take	Typical timing
2. Repeat	A short series of three or four sessions at a fixed day and time, open to club members and to invited partners.	A fixed slot in the club calendar and a named contact person for enquiries.	Months 23
3. Establish	A weekly session with its own group, a registration list, and equipment the club owns rather than borrows.	Budget for a net and balls, and the coach's hours inside the club's ordinary planning.	Months 46
4. Connect	The group joins friendly matches with other clubs, hosts a festival and takes part in regional events.	Affiliation with the national federation or para-sport body, and insurance cover.	Months 710
5. Embed	Sitting volleyball appears in the club's published programme, its coach education and its annual budget.	Formal recognition of the section, and a second trained facilitator so the offer does not rest on one person.	Months 1112

Two conditions separate clubs that reach stage five from those that stop at stage two. The first is a fixed slot in the calendar, since an activity without a time is an intention. The second is a second trained facilitator, because a single enthusiast is a single point of failure, and the section ends when that person changes job or club.

7.11 Partnerships that bring people to the court

Clubs that open a session and wait rarely meet the participants they hoped for. The people most likely to benefit are already in contact with organisations that know them, and a short conversation with one of those organisations reaches further than a month of social media. Partner organisations in the project identified four categories worth approaching first.

- Disability organisations and associations of people with specific conditions, which hold the trust of their members and can advise on practical arrangements.
- Rehabilitation centres, hospital physiotherapy units and prosthetic services, where people meet sport at the moment, they are rebuilding a routine.
- Schools and their support-teaching staff, which give access to whole classes and to families, and where a single session reaches thirty potential players at once.

- Municipal social services, para-sport federations and volunteer centres, which provide legitimacy, occasional funding and transport arrangements.

A first approach works best when it offers something concrete and small: a session at their venue, a demonstration during an event they already run, or a place for two of their staff at a coach workshop. Ask what they need rather than announcing what you provide, and agree who does what in writing, even briefly. Transport, timing and cost decide attendance far more often than interest does, and they are exactly the things a partner organisation can solve.

7.12 Barriers reported by partners, and what answers them

The needs assessment collected obstacles from athletes, coaches, club managers and inclusion organisations across the five countries. The table pairs each recurring obstacle with the response that partners found workable, and points to the part of this manual that develops it.

Reported barrier	Practical response	See
Coaches have never experienced the seated game themselves.	Run the whole pathway with the coaching staff as players before it is offered to anyone else; a single ninety-minute workshop changes the conversation.	Sections 5 and 8
Equipment is assumed to be expensive or unavailable.	Start with balloons, tape and a standard net lowered on its posts; a full first session costs very little.	Section 1.6
No ready-made session material exists in the local language.	Use the module structure and the sample sessions as they stand and translate the module summaries rather than the whole manual.	Sections 5 and 8
The activity is understood as therapy rather than sport.	Present it as volleyball, keep the language of competition and skill, and finish every session with a real match.	Sections 1.3 and 7.5
Able-bodied members doubt the game is demanding.	Invite them to play one full set; the doubt does not survive the experience.	Section 5.8
Participants attend once and do not return.	Fix the day and time before the first session and contact everyone who attended within three days.	Sections 7.10 and 9.13
Floors are unsuitable, cold or rough.	Use mats for the early modules, check the surface in advance and negotiate a different hall or time slot with the venue.	Sections 1.7 and 9.4

Reported barrier	Practical response	See
Transport prevents attendance.	Coordinate with the partner organisation that already moves its members, and cluster sessions on days they travel.	Section 7.11
The offer depends on one motivated person.	Train a second facilitator from the start and share the group between them.	Sections 7.10 and 13

7.13 Monitoring inclusion with what a club can actually collect

Inclusion is easier to claim than to demonstrate, and a small set of honest indicators serves a club better than an elaborate framework nobody completes. The indicators below need a register, a short feedback form and a coach willing to spend five minutes after the session. They also supply the evidence that funders and the project itself require.

Indicator	How to collect it	What it tells you
Number of participants, and the share who are disabled and able-bodied	Attendance registers at each session.	Whether the group is genuinely mixed or has drifted towards one composition.
Return rate after a first session	Compare the register of the try-it event with the register four weeks later.	Whether the offer converts interest into participation, which is the hardest step.
Share of women and girls, and age distribution	Registration form, kept to the minimum data required.	Which groups the communication is reaching and which it is missing.
Playing time and ball contacts per participant	A coach or volunteer observes two players for one game, using the checklist in Section 10.	Whether participation is real or nominal within the session itself.
Movement on the observation rubric	The rubric in Section 10, applied at the start and after six to eight sessions.	Whether learning is happening across the whole group rather than for the strongest.
Participant experience	Three short questions at the end of a session, using the form in Annex D.	Whether people felt part of the group, which no attendance figure captures.

Indicator	How to collect it	What it tells you
Number of trained facilitators in the organisation	Club record of who has completed the pathway and delivered it.	Whether the activity can survive the departure of one person.

Read the indicators together and over time. A rising attendance figure with a falling return rate describes a club that runs good events and has no ongoing activity, which is precisely the pattern this section is written to change.

8. Sample Training Sessions

The full pathway fits a session of roughly one hundred minutes, but many coaches work with less. The four plans below select and trim modules to fit common time budgets. Each keeps the arc of the full session: a short opening, a physical preparation, a rising engagement with the ball, a competitive close and a debrief that returns to the inclusive aim.

45-minute session (first contact)

Segment	Minutes	Source module
Welcome and the ground-contact rule	3	M1
Seated movement games (mirror, traffic light)	8	M2
Balloon and ball familiarisation	8	M3
Cooperative technical play, simplified	9	M4
Simplified games, 2 vs 2 and 3 vs 3	12	M6
Debrief	5	M8

60-minute session

Segment	Minutes	Source module
Welcome and the ground-contact rule	4	M1
Warm-up and seated locomotion	10	M2
Ball familiarisation	10	M3

Segment	Minutes	Source module
Cooperative technical play	12	M4
Simplified games with progressive rules	18	M6
Debrief	6	M8

90-minute session

Segment	Minutes	Source module
Welcome and the ground-contact rule	5	M1
Warm-up and seated locomotion	13	M2
Ball familiarisation	10	M3
Cooperative technical play	14	M4
Game continuity and tactical reading	13	M5
Simplified games	14	M6
Approaching the match (modified scoring)	15	M7
Debrief	6	M8

120-minute workshop (full pathway)

Segment	Minutes	Source module
Welcome and the ground-contact rule	5	M1
Warm-up and seated locomotion	15	M2
Ball familiarisation	12	M3
Cooperative technical play	18	M4
Game continuity and tactical reading	18	M5
Simplified games	18	M6
Approaching the match (modified scoring)	18	M7
6 vs 6 match	12	M8
Debrief	6	M8

A workshop for coaches gains from a short pause after the 6 vs 6 match, in which the group reflects on the experience as facilitators rather than players, and considers how they would run the same pathway with their own clubs.

9. Organising Inclusive Sitting Volleyball Events

Events are how most people meet this sport. A club can run excellent weekly sessions and stay invisible, while one well-organised open day brings thirty newcomers onto the floor and gives the club something to show its municipality, its members and its funders. This section covers the organisation of that kind of event, from the first planning meeting to the follow-up message that decides whether anyone comes back. It is written for a small organising team working with modest means, which describes almost every partner in the project.

9.1 Choosing the type of event

Deciding what kind of event, you are running, and being honest about its purpose, settles most of the later questions about format, venue and promotion. The five types below cover the range that partner organisations run in practice.

Type	Purpose	Scale and duration	Main requirement
Try-it session	Give newcomers a first experience of the seated game inside an ordinary club evening.	1230 people, 60120 minutes.	Two facilitators and enough balloons; a regulation net is optional.
Open day or demonstration	Show the sport to a wider public at a club festival, a municipal event or a shopping centre.	Continuous flow of visitors, 35 hours.	A visible court, short rotations and someone dedicated to talking to spectators.
School day	Deliver the pathway to whole classes, usually with a teacher present.	24 classes of 2025 pupils, one school day.	Agreement with the school, adapted timing to lesson periods, and a follow-up offer.

Type	Purpose	Scale and duration	Main requirement
Inclusive tournament	Competitive play in mixed teams, with results and a final.	612 teams, one full day.	Published rules and composition quotas, referees, and a realistic schedule.

A first event should be smaller than the ambition of the organising team. A try-it session that runs well and finishes with a list of interested names does more for a club than a festival that stretches its volunteers past what they can manage.

9.2 The organising team and its roles

Small events fail on gaps rather than on effort, and a named person for each function closes them. One person can hold two roles at a small event, and no one should hold three on the day itself.

Role	Responsibility	Present on the day
Coordinator	Owns the plan, the budget and the timetable; makes the decisions that cannot wait.	Yes, and free of any other duty.
Lead facilitator	Designs the on-court programme, briefs the coaches and runs the opening session.	Yes
Facilitators and coaches	Run the courts, adapt tasks and keep every participant playing.	One per court, plus one spare.
Registration and welcome	Handles the desk, the register, the consent forms and the name labels.	Two people for the first hour.
Equipment and courts	Sets up nets, tape, balls and mats, and resets between blocks.	Two people at set-up and take-down.
Accessibility contact	Meets participants with specific needs, checks routes and transfers, and solves problems on the spot.	Yes, and identified by name in the joining instructions.
First aid	Qualified first-aider with a stocked kit and a known location.	Yes, for the whole duration.
Communication	Photographs, video, social media and contact with local press, within the permissions collected.	Yes
Volunteers	Scoring, timekeeping, water, guiding people, and whatever the day produces.	One per court, plus two floating.

9.3 Venue and accessibility

Check the venue in person, and walk the route a participant will actually take, from the car park or the bus stop to the court. A hall that is described as accessible often turns out to have one heavy door, a step at the changing rooms or a lift that needs a key held by someone who leaves at five. The full audit form appears in Annex B; the points below are the ones that most often decide whether an event works.

- Floor: smooth, clean, splinter-free and warm enough to sit on for two hours. Sweep immediately before play and check for tape residue and grit.
- Entrance and route: step-free from the drop-off point to the court, with doors wide enough for a wheelchair and openable without help.
- Changing rooms and toilets: at least one accessible cubicle, with space to transfer and a bench at a usable height.
- Court space: 10 by 6 metres per full court plus a clear margin, or several smaller taped courts for beginner formats.
- Net and posts: posts that can be set at 1.05 to 1.15 metres, or an agreed alternative such as a rope with tape markers.
- Seating: a place at floor level for participants to rest, and seating for companions that does not put them behind the players.
- Storage and chairs: a marked area at the edge of the court where wheelchairs, prostheses and bags stay within reach of their owners.
- Signage: clear direction from the entrance to the registration desk, in large print and at a height readable from a seated position.

9.4 Equipment and court layout

Event equipment differs from session equipment mainly in quantity and in the need to reset quickly between groups. The list below covers a half-day festival for around fifty participants on three courts.

Item	Quantity	Note
Nets and posts, or ropes with markers	One per court	At least one at regulation height for demonstration and competitive play.
Floor tape or cones	34 rolls, 30 cones	Marking courts, target zones and the queue-free rotation lines.
Balloons	100150	They burst; order generously and inflate a reserve box in advance.

Item	Quantity	Note
Soft and standard volleyballs	2025	A mix of soft, slightly deflated and match balls covers every level.
Mats	610	Cold or rough floors, transfers and the early modules.
Bibs in three colours	60	Team formation, rotation groups and visible role allocation.
Scoreboards or flip cards	One per court	Simple and visible; modified scoring needs a clear display.
Registration kit	One	Registers, name labels, consent forms, pens, and a printed court plan.
First-aid kit and ice packs	One per venue	Located at a point everyone is shown during the briefing.
Water points	One per court	Seated play dehydrates players faster than it looks.

Lay the courts out so that spectators sit along one side and the rotation happens along the other, which keeps the playing area clear and gives visitors a continuous view. Leave a corridor of at least two metres between adjacent courts, since seated players cannot step out of the way of a stray ball.

9.5 Programme templates

Three programmes cover most events. Each keeps the arc used throughout this manual, moving from a short welcome through movement and ball work to a real match, and each ends with a moment that returns to the purpose of the day.

Two-hour try-it event

Time	Activity	Source
0:000:15	Arrival, registration, name labels and an informal warm welcome.	—
0:150:25	Welcome, the ground-contact rule and a short demonstration from the floor.	Module 1
0:250:45	Seated movement games: mirror, traffic light, relays.	Module 2
0:451:05	Balloon and ball familiarisation in pairs.	Module 3

Time	Activity	Source
1:051:25	Cooperative three-touch play with the net in place.	Module 4
1:251:50	Small-sided games, 3 against 3, on two or three courts.	Module 6
1:502:00	Closing circle, feedback forms and the date of the next session.	Module 8

Half-day inclusive festival

Time	Activity	Note
09:0009:45	Set-up, volunteer briefing and equipment check.	Courts, desk and signage first.
09:4510:15	Registration and welcome, with mixed groups formed at the desk.	Mix organisations and clubs inside each group from the start.
10:1510:30	Opening: the sport, the rule and a two-minute demonstration.	Keep speeches short; get people onto the floor.
10:3011:15	Rotation through three stations: movement, ball control, cooperative play.	Fifteen minutes each, groups move on a signal.
11:1511:30	Break, water and a look at the module videos on a screen.	A good moment for photographs and for talking to visitors.
11:3012:30	Mixed games on all courts, modified scoring, continuous rotation.	Every team keeps the required mixed composition.
12:3013:00	Closing circle, group photograph, feedback forms and next steps.	Announce the weekly session with its day and time.

One-day inclusive tournament

Time	Activity	Note
08:3009:30	Set-up, referee briefing, team registration and composition check.	Verify the mixed-composition rule before the first whistle.
09:3009:45	Welcome, rules of the day and the schedule.	Publish the modified scoring rules in writing.
09:4512:30	Group stage: short sets, every team plays every other in its group.	Sets to 15 with a two-point margin keep the schedule predictable.

Time	Activity	Note
12:3013:30	Lunch and an open court for newcomers and companions.	The open court often produces next season's players.
13:3015:30	Placement matches and finals.	Keep the rotation rule so every registered player plays in the finals.
15:3016:00	Awards, closing and the invitation to the regular sessions.	Recognise participation and fair play alongside the result.

9.6 Formats and rules for inclusive competition

Competition and inclusion coexist when the rules are written before the teams arrive and applied to everyone. Improvising a composition rule at the registration desk on the morning of a tournament produces the argument that the whole event was meant to avoid.

- Composition: require each team on court to include at least two disabled players and at least two able-bodied players, and at least two women in mixed adult formats. Publish the rule with the invitation.
- Playing time: require every registered player to play in each match or set a rotation that guarantees a minimum number of rallies per player.
- Format: prefer short sets to 15 points with a two-point margin, which keeps the schedule predictable and gives weaker teams a realistic chance.
- Scoring variants: the confirmation point described in Module 7 keeps matches close, and a bonus point for a rally in which every player has touched the ball rewards the behaviour the project values.
- Officiating: brief referees on the ground-contact rule and on the tolerance to apply at recreational level, so that decisions are consistent across courts.
- Recognition: give awards for fair play, for the most improved team and for participation alongside the sporting result.

9.7 Volunteers

Volunteers make small events possible and are the element most often left to chance. Assign each volunteer a named role and a named point of contact and brief the whole team together on court rather than by email. Thirty minutes before the doors open, walk them through the court plan, the timetable, the location of the first-aid kit and the toilets, and the two or three things that would count as a problem worth interrupting the coordinator for.

The briefing also covers conduct, and this part matters more than the logistics. Volunteers should speak to participants directly, ask before helping, avoid moving a wheelchair without permission, and treat the seated game as sport rather than as therapy. A volunteer who has played twenty minutes of sitting volleyball during the set-up will hold that attitude naturally, which is the simplest reason to build a short game into the briefing itself.

9.8 Safety, risk and insurance

Every host organisation works under its own national requirements, and the assessment below is a starting point to adapt rather than a compliance document. Write it down, share it with the organising team and keep a copy at the registration desk.

Risk	Control measure
Skin abrasion or burn from the floor	Check and sweep the surface, provide mats, advise close-fitting clothing, and keep kneepads and plasters available.
Shoulder and wrist strain	Run the full warm-up in Module 2, progress the load gradually and keep sessions within the planned duration.
Collision between seated players	Keep two metres between courts, limit numbers per court and use the rotation lines rather than free movement between games.
Ball striking a seated player or a spectator	Clear the margins, place spectators along one side only and stop play when a ball enters a neighbouring court.
Injury during transfer to or from a wheelchair	Agree the method with the participant in advance, use two trained people where needed, and never improvise a lift.
Dehydration and overheating	Water points at each court, breaks every twenty minutes and attention to hall ventilation.
Pre-existing medical conditions	Collect essential information at registration, keep it with the first aider and respect the limits of what you need to know.
Emergency evacuation	Plan a route usable by wheelchair users, name the person responsible and state the plan in the volunteer briefing.

Confirm before the event that the insurance of the host organisation covers non-members taking part in an open session, since this is the gap that most often appears when a club opens its doors for the first time. Where the cover falls short, a one-day extension usually costs little and removes the question entirely.

9.9 Registration, consent and data protection

Collect the minimum that the event requires: name, contact detail, emergency contact, and whatever a participant chooses to tell you about support needs. Health information is sensitive personal data under the General Data Protection Regulation, and the justification for holding it is the safety of the session and nothing wider. State on the form who holds the data, for how long and for what purpose, and delete it when that purpose ends.

Photography and filming need separate, explicit and revocable permission, recorded per person and not assumed from attendance. For minors, permission comes from the parent or guardian. Keep an easy way for a participant to opt out on the day, such as a coloured wristband that photographers know to respect, and brief the communication team on it before the doors open. Where images will appear in project publications or on partner websites, say so on the form, because a permission given for a club album does not extend to an Erasmus+ dissemination channel.

9.10 Communication and promotion

Promotion for an inclusive event has a specific difficulty: the message that reaches disabled participants and the message that reaches able-bodied club members are often written as if they were the same, and neither audience recognises itself in the result. Say plainly that the event is for everyone, show mixed groups playing in the images, and describe the activity as volleyball.

- Distribute through partner channels as well as your own. A message from a disability association reaches people who have never heard of your club.
- Give the practical information that decides attendance: date, time, address, access route, cost, what to wear and whom to contact with a question.
- Name the accessibility contact, with a telephone number, so that a question can be asked privately before anyone commits.
- Use photographs of mixed play from earlier sessions, with permission, rather than stock images of para-sport.
- Invite local media with a concrete story and a named person willing to speak and offer them a moment in the programme where they can film mixed play.
- Publish an account within a week, with results, photographs and the date of the next session; the follow-up post reaches people who could not attend the first time.

9.11 Event-day checklist

A single page to print and carry. The full planning checklist appears in Annex C.

- Courts marked, nets at the agreed height, floor swept and margins clear.
- Registration desk with registers, name labels, consent and media forms, and pens.
- Signage from the entrance to the desk and to the accessible toilets.
- First-aid kit in place, first-aider present and introduced to the team.
- Water at every court, and a shaded or ventilated resting area.
- Volunteer briefing completed, with roles, timetable and the opt-out wristbands explained.
- Accessibility contact identified and visible, with the wheelchair and prosthesis storage area agreed.
- Balloons inflated, spare balls and bibs sorted by colour at each court.
- Scoreboards, modified scoring rules displayed and rotation plan posted.
- Camera, permissions list and the plan for the group photograph.
- Feedback forms ready to hand out before the closing circle.
- Next session date written on the board and announced from the floor.

10. Assessment and Observation

Assessment in this pathway watches learning behaviours rather than technical performance alone. A coach observes how a player moves, cooperates and reads the game, and uses the picture to adjust the next session rather than to rank anyone. The checklist below works as a quick scan during play; the short rubric that follows helps a coach describe where a player sits on each behaviour.

Observation checklist:

- Moves efficiently while seated.
- Keeps the pelvis in contact with the floor during play.
- Controls the ball with a pass and a set.
- Reads the trajectory and moves to a support position.
- Communicates and calls the ball.
- Cooperates across ability and rotates through roles.
- Participates actively and sustains effort.

Observation rubric

Behaviour	Emerging	Developing	Consolidated
Seated movement	Moves with effort, loses balance	Moves in most directions	Moves and changes direction fluently
Ground contact	Lifts off during contact	Keeps contact with reminders	Keeps contact without prompting
Ball control	Contact is inconsistent	Controls the ball in static tasks	Controls the ball while moving
Reading the game	Watches the ball, stays still	Anticipates some plays	Moves early to support the play
Communication	Silent during rallies	Calls the ball sometimes	Directs and supports teammates
Cooperation and inclusion	Plays alone	Cooperates within a pair	Cooperates across the whole group

The purpose of observation is to guide the next session, not to grade the last one.

11. Frequently Asked Questions

What if participants have never played volleyball?

The pathway assumes no prior experience. Balloons and games carry beginners through the early modules, and the seated position narrows the gap between a first-time player and an experienced one, since the usual advantages of height and reach no longer apply. A mixed group of novices and club players works well from the first session.

How large should the court be?

The official court is ten metres by six. Smaller marked courts work well for beginners and for small-sided games, and floor tape or cones are enough to define them. Several small courts side by side let more players stay active at once.

What if there is no official sitting-volleyball net?

The early modules need no net at all. When one is required from Module 4, a standard net lowered as far as the posts allow, or a rope with tape markers set near 1.05 to 1.15 metres, does the job. A regulation net improves the match phases but is not needed to begin.

How many participants can one facilitator manage?

Twelve to sixteen players work comfortably for a single facilitator with the early modules, provided the tasks are cooperative and no one is queuing. Beyond sixteen, add a second facilitator and a second court, since the limiting factor is the number of ball contacts each participant gets rather than the coach's ability to supervise. For an event, plan one facilitator per court plus one spare.

Do we need a mixed group from the first session?

No. Many clubs begin with their own able-bodied members, which lets the coaching team learn the game before newcomers arrive. The pathway still works, and the experience changes the way those members welcome disabled participants later. Aim to make the group mixed within the first few weeks, because a permanently able-bodied group loses the point of the exercise.

What floor is suitable, and what should we avoid?

A clean, smooth, warm indoor sports floor is ideal. Parquet, linoleum and modern synthetic surfaces all work. Avoid rough concrete, outdoor surfaces and floors treated with a sticky finish, which cause abrasion during sliding. Where the only available hall has a poor floor, mats carry the early modules and the group can still play.

Can participants wear a prosthesis during play?

That is the participant's decision. Many players remove a lower-limb prosthesis for comfort and store it at the edge of the court, and others keep it on. Agree in advance where prostheses are kept and treat that space as belonging to their owners rather than as a storage area.

How do we handle transfers from a wheelchair to the floor?

Ask the participant how they prefer to do it, since most wheelchair users have a practised method. Some transfer independently, some want the chair steadied, and some want assistance from a specific person. Keep the chair within reach at the edge of the court throughout the session and plan the return transfer before people are tired.

What if able-bodied members think the game is easy?

Invite them to play one full set. The seated position removes the movement patterns they rely on, and twenty minutes of dense rallies settle the question more effectively than any argument. Several partner clubs report that this experience is what turned skeptical members into regular participants.

How long before a group can play a real match?

A group that has worked through the pathway usually plays a recognisable six against six matches at the end of the first full session, with simplified rules. Rallies become consistent after three or four sessions, and the official rules can be applied in full within six to eight sessions with a group that meets weekly.

Can the pathway run in a school?

Yes, and schools are among the most productive settings, since the reverse-inclusion argument reaches a whole class at once. Split the eight modules across two or three lesson periods, keep the equipment to balloons and a lowered net, and involve the support-teaching staff in the planning. Section 9.1 describes the school-day format.

What qualification does a facilitator need?

No specific para-sport qualification is required to run the sessions in this manual. A volleyball coaching background helps, and so does experience with mixed groups, but the pathway is written for a facilitator who completes it as a participant first. Section 13 sets out the competences and their alignment with the European Qualifications Framework.

How do we keep experienced volleyball players engaged in a mixed group?

Add constraints rather than remove them. Fewer allowed touches, tighter targets, a non-dominant hand rule or a fixed defensive zone raise the demand without changing the task for anyone else. Giving them a demonstration or officiating role in part of the session also works, provided they return to playing afterwards.

Is sitting volleyball suitable for people with no disability and no volleyball experience?

It suits them particularly well. The seated position removes the reach and jump advantages that make standing volleyball discouraging for a beginner, and the compact court produces rallies from the first session. Complete beginners often progress faster here than they would in the standing game.

What does a first session cost a club that owns nothing?

Very little. Balloons, a roll of floor tape and the club's existing balls cover the first session, and a standard net lowered on its posts serves until a dedicated net is bought. Section 9.12 gives the indicative budget for a larger event.

How do we record attendance and progress without creating paperwork nobody completes?

Keep it to one register and one short form. The indicators in Section 7.13 are chosen because a coach can collect them in five minutes after a session, and the observation rubric in Section 10 works as a quick scan during play rather than as an assessment exercise.

12. Resources

The sources below give the official rules, coaching material and the wider project context for sitting volleyball and inclusive sport. They complement this manual and offer session material a coach can draw on directly.

Sitting volleyball, ParaVolley and coaching

- **World ParaVolley.** Global governing body for the sport, with the official rules, classification and development programmes.
- **ParaVolley Europe.** Continental federation coordinating European competition, education and development projects.
- **VolleySLIDE.** Education resource with free guides, videos and session plans for sitting-volleyball coaches and players.
- **Sitting Volleyball - Wikipedia overview.** A general introduction to the history and basic rules of the sport.
- **Sit2Play.** Erasmus+ project promoting inclusion and physical activity in schools through sitting volleyball, with practical exercise demonstrations that support the modules in this manual. *search:*
- **European Paralympic Committee.** Updates on parasport in Europe, including development programmes and policy.

Project material

- **INSPIRE VOLLEYBALL module videos.** Eight short recordings, one for each module of the pathway, filmed with mixed groups. The links are gathered in Annex E and repeated at the end of each module in Section 5.
- **D2.1 Needs Assessment Report.** The survey and field-assessment findings from the five partner countries that shaped the structure of this manual.
- INSPIRE VOLLEYBALL pedagogic objectives. The short reference document setting out the objectives of the pathway, available in the partner languages.

Inclusive practice and adapted sport

- **The Inclusion Club.** Practical material on the inclusion spectrum and the STEP framework, with short guides written for coaches.
- **International Paralympic Committee.** Education material, classification information and campaign resources on the perception of disability in sport.
- **European Disability Forum.** Policy positions and accessibility guidance relevant to sport and leisure across the European Union.

- **National para-sport federations** in the partner countries, which hold the local rules on affiliation, insurance and competition.

Funding and recognition

- **Erasmus+ Sport.** Programme information, calls and the guide for small collaborative partnerships.
- **Europass and the European Qualifications Framework.** Tools for describing and recognising the competences set out in Section 13.

Web addresses change, and the project keeps the current links on its own channels rather than printing them here. Partners are asked to check the resource list once a season and to report broken references to the lead partner.

13. Coach Competences and Learning Outcomes

The sections so far describe what a coach does with a group. This one turns that practice into a profile of the coach, expressed as the competences a facilitator builds by working through the pathway and running it with real players. We write the outcomes in the familiar triad of knowledge, skills and attitudes, and then read them against the European Qualifications Framework so that a partner organisation can place the training inside its own certification and recognition arrangements. A short self-assessment tool closes the section, so that a coach can locate their own starting point and track their growth.

13.1 Learning outcomes: knowledge, skills and attitudes

On completing the pathway and delivering it with a mixed group, a facilitator reaches the outcomes below. They describe a community-level coach who can run inclusive sessions with confidence and adapt them to the room.

Component	On completing the course, the coach…
Knowledge	• knows the basic rules of sitting volleyball, the court and net dimensions and the ground-contact rule; • understands reverse inclusion and how it differs from adapting a mainstream game; • recognises the game-based and constraints-led principles that hold the sessions together; • knows the equipment a session needs and the low-cost alternatives;

Component	On completing the course, the coach…
	• knows the safety points specific to seated play.
Skills	• leads the eight modules and adjusts their length to the time available; • demonstrates the seated position and the basic technical actions from the floor; • designs and adapts tasks for a mixed-ability group through space, task, equipment and grouping; • observes learning behaviours and uses them to plan the next session; • runs modified scoring that keeps games close, cooperative and inclusive.
Attitudes	• treats mixed ability play as the ordinary condition of the session; • values effort, cooperation and reading of the game alongside clean technique; • respects participant choice and uses person-led communication; • meets disability as ordinary difference rather than as a problem to solve; • takes responsibility for their own continued learning as a facilitator.

13.2 Facilitator self-assessment tool

The grid below helps a coach place themselves on each competence before and after running the pathway. It is a tool for reflection rather than a test: mark the column that fits today, run a session or two, and mark it again. Movement across the grid is the sign that the training is working.

Competence	1 Not yet	2 Emerging	3 Confident	4 Guides others
Explain sitting volleyball and reverse inclusion				
Demonstrate the seated position and basic technique				
Lead the full eight-module pathway				
Adapt tasks for a mixed-ability group				
Observe and act on learning behaviours				
Manage modified, cooperative scoring				
Communicate in a respectful, person-led way				

14. Glossary

The glossary gathers the terms used in this manual so that a coach reading a single section can find a definition without searching the whole document. The tag system that follows is the shared vocabulary of the wider INSPIRE VOLLEYBALL material, where each drill and activity carries a short label. Tags are written in English first, with an Italian reference for partner communication, and they let a coach assemble a session by theme across the drill library.

Term	Meaning
Reverse inclusion	Bringing able-bodied players into a discipline designed around disability, so that everyone plays under the same rule, rather than adapting a mainstream game for a disabled participant.
Sitting volleyball	A team sport is played seated on a small indoor court with a low net, in which the pelvis stays in contact with the floor while the ball is in play.
Ground-contact rule	The defining rule of the game: a player keeps the pelvis, or buttocks, on the floor whenever they touch the ball.
Front zone / attack line	The area within two metres of the net; the attack line marks its edge and limits back-zone attacks.
Back zone	The area between the attack line and the end line, from which players serve and defend.
Three-touch	The sequence of pass, set and attack that a team uses to send the ball back across the net.
Rally	A single exchange of play, from the serve until the ball is grounded or goes out.
TGfU	Teaching Games for Understanding: a model that teaches the game through modified game situations before isolated technique.
Game Sense	A coaching approach in which questions and game-like tasks develop decision making and understanding.
Constraints-led / nonlinear pedagogy	An approach that shapes learning by adjusting space, rules, equipment and grouping, so that skill emerges through play.
STEP framework	A tool for adapting activities by changing Space, Task, Equipment and People (grouping).

Term	Meaning
Confirmation point	The modified-scoring rule in Module 7, where a team scores only after winning two rallies in a row.
Facilitator	The person leading the session, whether a coach, teacher or volunteer; the manual uses the word to stress the guiding, rather than directing, role.
VS1 / VS2	The two eligibility classes in competitive sitting volleyball, based on the degree of impairment; they matter for formal competition, not for the sessions in this manual.

15. References

The references below are indicative. They gather the pedagogical models behind the pathway, the governing rules of the sport and the policy frameworks for inclusive sport that the project works within. Web resources for direct coaching material appear separately in Section 12.

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- Winnick, J. P., & Porretta, D. L. (Eds.). (2016). *Adapted Physical Education and Sport (6th ed.).* Champaign, IL: Human Kinetics.
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16. Annexes

The annexes gather the forms and templates that the manual refers to. They are designed to be printed as they stand, adapted to the language and the requirements of the partner organisation, or copied into an existing club system.

Annex A. Session plan template

One page per session. Completing the last two rows after the session turns the template into a record that the next facilitator can use.

Field	To complete
Date, time and venue	
Facilitator and assistant	
Number of participants, and composition of the group	
Modules used, with the time allocated to each	
Objective of the session	
Equipment prepared	
Adaptations planned (space, task, equipment, people)	
Grouping and rotation plan	
Safety points specific to this session	
What worked, observed during the session	
What to change next time	

Annex B. Venue accessibility check

Complete on site, in person, following the route a participant will take. Any answer in the second column needs an action before the session or the event goes ahead.

Item	Yes / No	Action needed
Step-free route from the drop-off point or bus stop to the hall		
Doors wide enough for a wheelchair and openable without assistance		
Lift available and operable during the whole event		
Accessible toilet, unlocked, with space to transfer		
Changing room with accessible bench and shower		
Floor smooth, clean, warm and free of splinters or grit		
Court space of 10 × 6 m plus clear margins, or space for taped courts		
Posts adjustable to 1.051.15 m, or an agreed alternative		
Marked area at court level for wheelchairs, prostheses and bags		
Seating at floor level and for companions		
Signage readable from a seated position		
Water point accessible without assistance		
First-aid point identified and reachable		
Evacuation route usable by wheelchair users		
Parking space reserved and close to the entrance		

Annex C. Event planning checklist

The checklist condenses Section 9 into a single working document for the coordinator.

Phase	Item	Done
Definition	Purpose, type of event and target number of participants agreed	
Definition	Coordinator named and organising team assigned	
Definition	Outline budget approved and shortfall covered	

Phase	Item	Done
Venue	Venue booked and accessibility check completed (Annex B)	
Venue	Court plan drawn, with margins and spectator side	
Partners	Disability organisations, schools and services contacted	
Partners	Transport arrangements agreed where needed	
People	Facilitators, referees and volunteers confirmed	
People	Volunteer briefing scheduled	
People	Accessibility contact named in the joining instructions	
Safety	Risk assessment written and shared	
Safety	First-aider confirmed and kit prepared	
Safety	Insurance cover verified for non-members	
Admin	Registration open, with minimum data collected	
Admin	Consent and media-permission forms prepared	
Admin	Registers, labels and signage printed	
Equipment	Nets, balls, balloons, tape, bibs and mats checked and counted	
Promotion	Message distributed through partner channels	
Promotion	Local media invited with a named contact	
Follow-up	Next session date fixed before the event takes place	
Follow-up	Feedback forms prepared and thank-you message drafted	
Follow-up	Team review scheduled within the same week	

Annex D. Participant feedback form

Short enough to complete on the floor before people leave. Collecting it afterwards produces a response rate close to zero.

Question	Response
How much did you enjoy the session? (1 to 5)	
Did you feel part of the group? (1 to 5)	

Question	Response
Were the tasks at the right level for you? (too easy / right / too hard)	
Did you have enough contact with the ball?	
Was there anything that made it harder for you to take part?	
What did you enjoy most?	
Would you come to another session?	
Anything you would change?	
May we contact you about the next session? If yes, how?	

INSPIRE VOLLEYBALL

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