INSPIRE VOLLEYBALL

Sitting Volleyball Training Modules

The eight-module pathway for coach education sessions on reverse inclusion



Co-funded by the European Union

One session, eight modules, four phases

Phase 1 · Learn and adapt

"What is sitting volley? How do I move effectively while seated?"

1 Welcome and Changing Perspective
5 minutes

2 Motor Exploration on the Floor
20 minutes

Phase 2 · Explore the ball and build cooperation

"How can I control the ball and work with others?"

3 Ball Familiarisation and Basic Movement
10 minutes

4 Serve, Reception and Side-Out
15 minutes

Phase 3 · Understand the game

"How does sitting volleyball work?"

5 Attack, Block and Defence Progression
15 minutes

6 Simplified Games
15 minutes

Phase 4 · Play the game

"How can I play effectively as part of a team?"

7 Approaching the Match
10–15 minutes

8 6 vs 6 Match
15–20 minutes

A full session runs the eight modules in order in 105–115 minutes, extendable to 120 with longer game phases.

The pedagogical logic of the sequence

WHAT CHANGES FROM MODULE 1 TO MODULE 8

Balloons	Volleyballs
Individual tasks	Pairs and small groups
Open practice	Scored play
Cooperative targets	Competitive formats

PRINCIPLES BEHIND EVERY MODULE

- **From simple to complex** Seated movement first, rules and technique later.
- **From the whole to the part** Players meet the game before its gestures are broken down.
- **Learning by doing** Direct experience instead of long explanations.
- **Cooperative learning** Success depends on the group.
- **Inclusive pedagogy** The seated position evens out habitual advantages.
- **Playful learning** Games are the main teaching tool.

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

The inclusion thread across the eight modules

The ground-contact rule applies to everyone, coach included. Each module adapts the task, and withdraws the adaptation once it stops being needed.

1 Welcome

The coach sits down first; everyone shares the same starting condition.

2 Motor exploration

Leg exercises are optional; trunk and upper-body variations keep one shared task.

3 Ball familiarisation

Balloons stay as long as they help; the ball changes group by group.

4 Serve and side-out

Cooperative targets; an extra touch or a larger target, then withdrawn.

5 Attack and block

Sequence length follows the group; off-ball players are called by name.

6 Simplified games

Game-like phases from a free ball; roles rotate after each phase.

7 Approaching the match

Scoring rewards sequences and blocks; the rally starter rotates.

8 6 vs 6 match

Full rotation in the match; a debrief on mixed-ability play.

How each module is adapted and observed

When a task is too hard or too easy for part of the group, four things can change. Change one element at a time, and withdraw the adjustment as soon as it stops being needed.

S Space

The size and shape of the playing area, the distance between players, the height of the net.

T Task

The rule, the number of touches, the objective, the scoring.

E Equipment

The object played, its size, weight and speed, and the targets used.

P People

The size and composition of groups, the roles inside the team, the rotation.

WHAT THE EXTENDED VERSION ADDS TO EACH MODULE

Running the activities

Set-up and coaching point for every activity, plus the safety note of the module.

Adapting and observing

Simplify and progress along STEP, participant profiles to plan for, two rubric behaviours and the cue to move on.

INSPIRE VOLLEYBALL

MODULE

1

Welcome to Sitting Volley!

Phase 1 · Learn and adapt

5 minutes

Phase question

“What is sitting volley? How do I move effectively while seated?”

OBJECTIVE

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

ON COURT

1. A short spoken introduction to sitting volleyball and to the aim of the session.
2. The rules of the game and the main one: the pelvis stays in contact with the floor during play.
3. Everyone sits down together, so every player shares the same starting condition.
4. Setting up the court together: boundary, centre and attack lines with tape or cones (10 × 6 m).

Court, floor tape or cones, net

VIDEO

Module 1 ·Running the activities

1 Short introduction

SET-UP

Group in a semicircle close to the coach, who is already seated on the floor before speaking.

COACHING POINT

Two or three sentences: what the game is, why the group is mixed, what the session will feel like.

2 The ground-contact rule

SET-UP

The basic rules, then the main one in a sentence; the coach lifts the pelvis on a contact to show the fault.

COACHING POINT

Same rule for everyone, coach included. Say it once and let the game repeat it.

3 Everyone sits down

SET-UP

The whole group takes the floor at the same moment, close together around the coach.

COACHING POINT

Ask before helping: offer assistance to move onto the floor and accept a refusal without insisting.

4 Setting up the court together

SET-UP

Players mark boundary, centre and attack lines with tape or cones: 10 × 6 m, attack lines 2 m from the centre line.

COACHING POINT

On an indoor court, measure 1.5 m inwards from each net antenna to find the two sidelines.

Safety Clear the floor of obstacles and check clothing: close-fitting, smooth fabric slides safely, loose material catches.

Module 1 ·Leading the first five minutes

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.

Common mistakes

Over-explaining the rules before anyone has moved. One clear rule and a demonstration are enough to begin.

Inclusive adaptation

Some players are already on the floor. Frame the moment as everyone joining them, and never the other way round.

THE SEATED READY POSITION



Pelvis in contact, trunk balanced over the hips, hands waiting in front. Demonstrate it from the floor.

PEDAGOGICAL FOCUS

- Openness to a new experience
- Awareness of movement possibilities
- Inclusive mindset from minute one

Module 1 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	Gather the group in a close semicircle on the floor.	Spread out over the court so players feel the real distances.
Task	One rule only: the pelvis stays on the floor.	Ask a player to explain the rule back to the group.
Equipment	No equipment needed; mats where the floor is cold or rough.	Visible court lines for the first short slide.
People	Coach and experienced seated players demonstrate.	Pairs check each other's ready position.

PARTICIPANT PROFILES TO PLAN FOR

Disable athletes

Plan the transfer to the floor and back, agree who assists and how, and keep the chair within reach.

Visual impairment

Describe the court layout at the start and keep it unchanged for the whole session.

Hearing impairment

Face the player when speaking, demonstrate instead of explaining, agree a visual signal for the whistle.

WHAT TO OBSERVE

Ground contact

Emerging
Lifts off during contact

Developing
Keeps contact with reminders

Consolidated
Keeps contact without prompting

Seated movement

Emerging
Moves with effort, loses balance

Developing
Moves in most directions

Consolidated
Moves and changes direction fluently

Move on when

Everyone is on the floor in the ready position, the court is marked and the group can repeat the ground-contact rule.

INSPIRE VOLLEYBALL

MODULE

2

Motor Exploration on the Floor - Warm up

Phase 1 · Learn and adapt

20 minutes

Phase question

“What is sitting volley? How do I move effectively while seated?”

OBJECTIVE

Become familiar with moving while seated and prepare the body for play. Seated play loads trunk, hips and shoulders far more than standing volleyball, so the warm-up works there first.

ON COURT

1. **Activation and hip mobility** **3 + 5 min**
   Joint circles; pelvic tilts, 90/90, wipers, butterfly, glute bridge.
2. **Core and spinal extensors** **5 min**
   Dead bug, prone cobra, bird-dog, crunches and leg raises: control before speed.
3. **Shoulders with resistance bands** **4 min**
   In pairs: external and internal rotation at 90°, face pull, low row.
4. **Transfer and reactivity** **3 min**
   Seated sprints over 4 m; on a signal, slide into the ready position.

One band per pair, optional mats. No ball yet

VIDEO

Module 2 ·Running the activities

1 Activation and hip mobility 8 min

SET-UP

Joint circles, 20 s each and about 1 min for the neck; then pelvic tilts, 90/90, wipers, butterfly, hip circles, glute bridge.

COACHING POINT

Move from general mobility to the hips without long pauses, so the body stays warm.

2 Core and spinal extensors 5 min

SET-UP

Dead bug 1 × 8 per side, prone cobra 1 × 12–15, bird-dog 1 × 6–8 per side, crunches 1 × 15, leg raises 1 × 10.

COACHING POINT

Control before speed: lower back on the floor in the dead bug, pelvis level in the bird-dog.

3 Shoulders with resistance bands 4 min

SET-UP

In pairs, one partner holds the band: external and internal rotation at 90°, face pull, low row, 1 × 12 each.

COACHING POINT

Pair an able-bodied player with an experienced seated player, who models the movement.

4 Transfer and reactivity 3 min

SET-UP

Seated sprints over 4 m forward, backward and sideways, 4–5 each; on a signal, slide into the ready position.

COACHING POINT

Watch that the pelvis stays down, so the habit forms before the ball arrives.

Safety The warm-up is never optional: shoulders, trunk and hands do the work of the whole body. Use mats on cold or rough floors.

Module 2 ·Preparing the body for seated play

Coaching cues

Run the phases in order, from general mobility to specific seated movement, and keep transitions short. In the core phase, ask for control before speed.

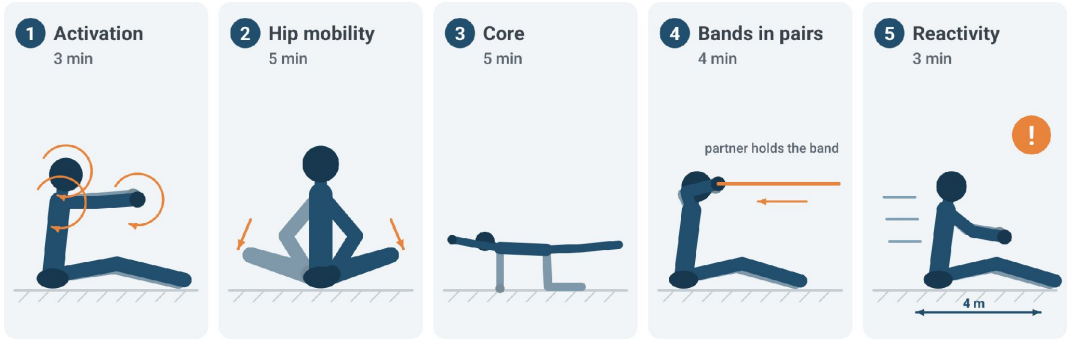
Common mistakes

Players “walk” on their hands instead of sliding, or rush the core work and arch the lower back to finish the repetitions.

Inclusive adaptation

Leg exercises are optional. With a lower-limb impairment, swap leg raises, 90/90 and glute bridge for trunk variations.

THE FIVE PHASES OF THE WARM-UP



Twenty minutes, condensed from a 30-minute programme: restore the second sets when time allows.

PEDAGOGICAL FOCUS

- Physical activation
- Body awareness
- Adaptation to seated locomotion

Module 2 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	Shorten the sprint distance below 4 m.	Full 4 m sprints with quicker changes of direction.
Task	Remove the race element; each player moves at their own pace.	Add reaction signals to the sprints.
Equipment	Mats under the early blocks on cold or rough floors.	Restore the second set of the core and band exercises.
People	A wall, low bench or partner as support for limited trunk control.	Mixed pairs for the band work, recomposed every session.

PARTICIPANT PROFILES TO PLAN FOR

Limited trunk control or balance

Offer a wall, a low bench or a partner as support in the first sessions; shorten the movement distances.

Lower-limb amputation

Swap leg raises, 90/90 and glute bridge for trunk and upper-body variations; allow padding.

Older or deconditioned participants

Extend the warm-up for shoulders and wrists, keep distances small and add water breaks.

WHAT TO OBSERVE

Seated movement

Emerging	Developing	Consolidated
Moves with effort, loses balance	Moves in most directions	Moves and changes direction fluently

Ground contact

Emerging	Developing	Consolidated
Lifts off during contact	Keeps contact with reminders	Keeps contact without prompting

Move on when

Players slide in every direction and stop on a signal with the pelvis down, without reminders.

INSPIRE VOLLEYBALL

MODULE

3

Ball Familiarisation and Basic Movement

Phase 2 · Explore the ball and build cooperation

10 minutes

Phase question

“How can I control the ball and work with others?”

OBJECTIVE

Coordinate seated movement with the first ball skills and master basic volleyball contacts from the seated position.

ON COURT

1. Balloon control, alone and in pairs, using the slow flight to build confidence.
2. Overhead passing and self-setting on the spot.
3. Setting and forearm passing on the spot, then the same while moving.
4. Passing in pairs, static then dynamic; then pass, set, spike as a pepper drill in pairs.

Balloons and volleyballs. No net

VIDEO

Module 3 ·Running the activities

1 Balloon control

SET-UP

One balloon per player spread across the court, then one balloon per pair.

COACHING POINT

Team record: count consecutive touches. The slow flight gives time to read the balloon and reach it.

2 Overhead pass and self-set

SET-UP

On the spot, with a balloon first and then a soft ball.

COACHING POINT

Hands shaped above the forehead; play the ball upward and keep it close.

3 Setting and forearm passing

SET-UP

On the spot first, then after a short slide toward the ball.

COACHING POINT

Slide the whole body to the ball first, then play it.

4 Passing in pairs and pepper

SET-UP

Pairs at a short distance, static then moving; then the pepper drill: pass, set, spike, roles swap.

COACHING POINT

Count completed three-touch sequences as a pair record.

Safety Keep stray balls and balloons off the playing area: seated players cannot step over them.

Module 3 ·From balloon to ball

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, so no one feels rushed.

Common mistakes

Reaching for the ball with the hands while the trunk stays still. Ask players to slide the whole body to the ball, then play it.

Inclusive adaptation

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

PROGRESSION OF THE OBJECT



Balloon

Slow flight, time to read



Soft ball

Softer or slightly deflated



Volleyball

Match ball, once contact is reliable

Run it as games: target challenges, team records, friendly contests.

PEDAGOGICAL FOCUS

- Hand-eye coordination
- Ball control
- Confidence
- Cooperation

Module 3 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	Shorten the passing distance for a pair that loses the ball.	Increase the distance; add a slide before each contact.
Task	Allow a catch and a throw instead of a pass.	Count consecutive touches as a pair or team record.
Equipment	Balloon or beach ball.	Soft volleyball, then match ball.
People	Pair a confident player with a hesitant one.	Pair two hesitant players: they find they can sustain a rally.

WHAT TO OBSERVE

Ball control

Emerging
Contact is inconsistent

Developing
Controls the ball in static tasks

Consolidated
Controls the ball while moving

Seated movement

Emerging
Moves with effort, loses balance

Developing
Moves in most directions

Consolidated
Moves and changes direction fluently

PARTICIPANT PROFILES TO PLAN FOR

Cerebral palsy or impaired coordination
Keep the balloon in play longer, increase the size of targets and allow extra touches.

Visual impairment
Use a brightly coloured or sound ball and call the player by name before a pass.

Able-bodied club players
Add constraints: a non-dominant hand rule, tighter targets, fewer touches.

Move on when

Contact with the balloon is reliable. Switch to the volleyball group by group, never all at once.

INSPIRE VOLLEYBALL

MODULE

4

Serve, Reception and Side-Out

Phase 2 · Explore the ball and build cooperation

15 minutes

Phase question

“How can I control the ball and work with others?”

OBJECTIVE

Develop cooperation while introducing the main technical actions through simplified game situations. Technique serves the goal of keeping the ball alive with a partner.

ON COURT

1. Serve and receive in pairs across the net.
2. The receiver passes to a target: a hoop, a marked zone or the partner.
3. Side-out drill: three players in serve receive and one setter at the net.
4. The remaining players serve from the opposite service zone and rotate in.

Net, volleyballs

VIDEO

Module 4 ·Running the activities

1 Serve and receive in pairs

SET-UP

Pairs across the net; the server keeps the pelvis behind the end line until the ball is struck.

COACHING POINT

The receiver calls the ball before playing it.

2 Reception to a target

SET-UP

Hoops or taped zones near the net as targets for the reception.

COACHING POINT

Count receptions on target per pair: success belongs to the pair.

3 Side-out drill

SET-UP

Three receivers and one setter at the net; the others serve from the opposite service zone.

COACHING POINT

Count completed serve, pass and set sequences as a team target.

4 Rotating the roles

SET-UP

After a set number of serves, servers move to reception and receivers to the serving line.

COACHING POINT

Everyone serves, receives and sets during the drill.

Safety Hold back dives and hard contact with the floor until the surface and the players are ready.

Module 4 ·Cooperation before competition

Coaching cues

Set cooperative targets at this stage: “How many three-touch sequences can the pair complete?” Cooperation before competition keeps a mixed group together.

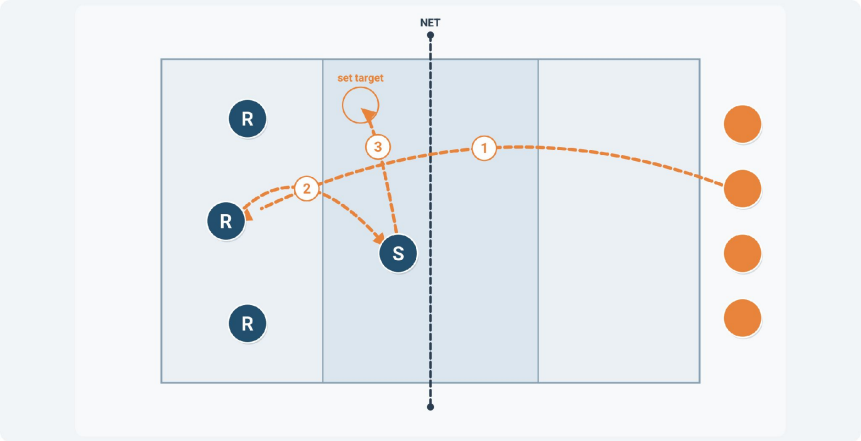
Common mistakes

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

Inclusive adaptation

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

SIDE-OUT DRILL: SERVE, RECEPTION, SET



Three receivers and one setter; the other players serve from the opposite service zone.

PEDAGOGICAL FOCUS

Communication | Trust | Team cooperation | Shared problem solving

Module 4 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	A larger hoop or target zone; a lower net on one court.	Smaller targets; the net raised toward regulation height.
Task	Allow an extra touch in the sequence.	Remove the extra touch; add the attack (Module 5).
Equipment	Soft volleyball for serve and receive.	Match ball.
People	A fixed setter role for one player during one game.	Rotate roles: server, receiver, setter.

PARTICIPANT PROFILES TO PLAN FOR

Limited trunk control

Allow a two-handed contact where a one-handed one is unstable.

Intellectual disability

Break the sequence into two or three steps, demonstrate each one, keep the rules stable.

Able-bodied club players

Fewer allowed touches and tighter targets, or a demonstration role before returning to play.

WHAT TO OBSERVE

Ball control

Emerging
Contact is inconsistent

Developing
Controls the ball in static tasks

Consolidated
Controls the ball while moving

Communication

Emerging
Silent during rallies

Developing
Calls the ball sometimes

Consolidated
Directs and supports teammates

Move on when

Receivers send the serve to the setter consistently, with the first contact under control.

INSPIRE VOLLEYBALL

MODULE

5

Attack, Block and Defence Progression

Phase 3 · Understand the game

15 minutes

Phase question

“How does sitting volleyball work?”

OBJECTIVE

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

ON COURT

1. Side-out drill with a spiker in position 4: serve, reception, set, spike.
2. Three receivers and one setter; the other players serve from the opposite service zone.
3. The same drill with the spiker in position 2.
4. Reading questions during play: where is the space, who covers the attacker?

Net and volleyballs

VIDEO

Module 5 ·Running the activities

1 Attack from position 4

SET-UP

Side-out drill as in Module 4, plus a spiker in position 4 who attacks the set.

COACHING POINT

Ask during play: where should the set go?

2 Attack from position 2

SET-UP

Same organisation; the spiker in position 2 attacks the set.

COACHING POINT

Move to position 2 only when the attack from 4 holds.

3 Support positions

SET-UP

After the set, the off-ball receivers shift to cover the attacker.

COACHING POINT

Cue off-ball players by name: who covers the attacker?

4 Rotating the roles

SET-UP

Servers, receivers, setter and spiker rotate after a set number of serves.

COACHING POINT

Count completed serve, pass, set and spike sequences as a team record.

Safety Build in short water breaks: seated play tires players more than it appears to.

Module 5 ·Teaching players to read the rally

Coaching cues

Ask the reading questions instead of giving the answers. Keep the rally going as the shared goal, so tactics are learned inside a living sequence.

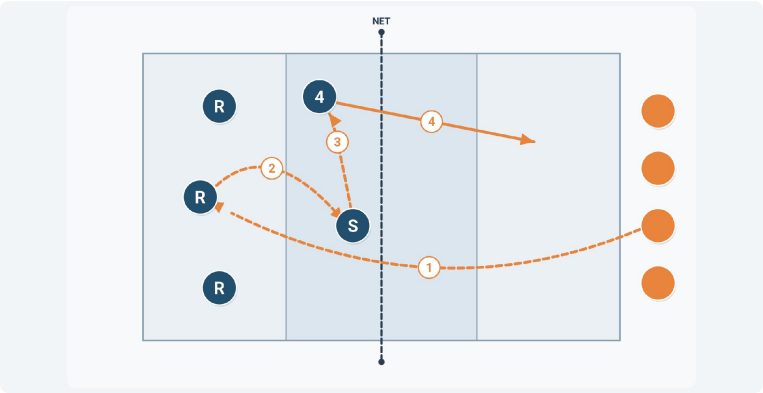
Common mistakes

Players watch the ball instead of moving to a support position. Cue the off-ball players by name during the rally.

Inclusive adaptation

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

SIDE-OUT DRILL, ATTACK FROM POSITION 4



Serve · Reception · Set · Spike. Repeat with the spiker in position 2.

"Where is the space?" ***"Who covers the attacker?"*** ***"Where should the set go?"***

PEDAGOGICAL FOCUS

Spatial awareness **Anticipation**

Reading trajectories **Tactical thinking**

Module 5 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	Shorter serve; receivers closer to the net.	Serve from the regular service zone on the full court.
Task	Serve, reception and set only; no attack.	Add a block against the spiker, then defence.
Equipment	Soft ball to slow the rally down.	Match ball.
People	The coach serves or throws the first ball.	Players feed and call; off-ball players named in turn.

PARTICIPANT PROFILES TO PLAN FOR

Intellectual disability

Add complexity slowly and use short, concrete language; predictability matters more than simplification.

Visual impairment

A fixed court and a consistent call system carry most of the work.

Hearing impairment

Agree clear hand signals for stop, rotate and score.

WHAT TO OBSERVE

Reading the game

Emerging
Watches the ball, stays still

Developing
Anticipates some plays

Consolidated
Moves early to support the play

Communication

Emerging
Silent during rallies

Developing
Calls the ball sometimes

Consolidated
Directs and supports teammates

Move on when

Off-ball players move to a support position without being called.

INSPIRE VOLLEYBALL

MODULE

6

Simplified Games

Phase 3 · Understand the game

15 minutes

Phase question
“How does sitting volleyball work?”

OBJECTIVE

Experience real game situations while approaching the official rules gradually.

ON COURT

1. Play phase with six players, starting from 22–22 and a free ball.
2. Forearm pass, set and attack against a set two-player block.
3. Then defence, set and counter-attack: the rally goes on.
4. First set to zone 4, then the same phase with the first set to zone 2.

Court with net and volleyballs

VIDEO

Module 6 ·Running the activities

1 Free ball at 22–22

SET-UP

Six players on court; the coach throws a free ball into one court and the score starts at 22–22.

COACHING POINT

A close score makes every phase count.

2 Attack from zone 4

SET-UP

Forearm pass, set to zone 4, attack against a set two-player block.

COACHING POINT

The first set must go to zone 4.

3 Defence and counter-attack

SET-UP

The defending side digs, sets and counter-attacks; the rally goes on.

COACHING POINT

Cover the attacker and stay ready after the block.

4 Attack from zone 2

SET-UP

Same organisation, with the first set to zone 2.

COACHING POINT

Rotate players through attack, block and defence after each phase.

Safety Keep the free zone clear and stop play when a loose ball rolls onto the court.

Module 6 ·From a free ball to the counter-attack

Coaching cues

Throw the free ball into alternate courts so both sides build the play. Hold the first set to the agreed zone, then let the rally run.

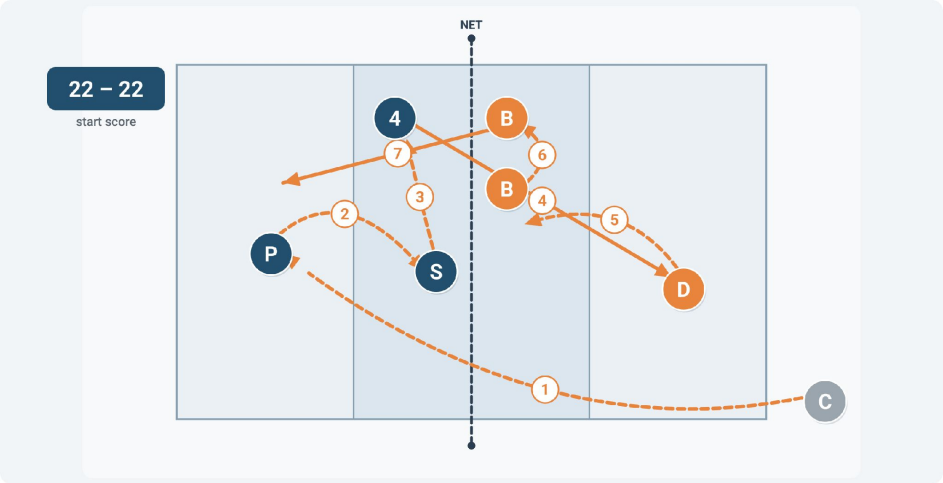
Common mistakes

Stopping after the first attack. The phase is complete only after the defence, the set and the counter-attack.

Inclusive adaptation

Rotate players through attack, block and defence after each phase; lower the net or soften the free ball where needed.

FREE BALL, ATTACK FROM ZONE 4



Free ball, pass, set to zone 4, attack, block, defence, counter-attack.

PEDAGOGICAL FOCUS

Decision making | Cooperation | Game understanding | Enjoyment

Module 6 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	A smaller court; a neutral zone in front of the net for beginners.	Full court for every phase.
Task	The coach's free ball goes to a target player; no counter-attack.	Full rally after the counter-attack, played out to the point.
Equipment	Lowered net; a softer ball for the free ball.	Net at regulation height.
People	Three against two to give the weaker side an advantage.	Players rotate through attack, block and defence after each phase.

PARTICIPANT PROFILES TO PLAN FOR

Able-bodied club players

A fixed defensive zone or a non-dominant hand rule raises their demand.

Cerebral palsy or impaired coordination

Extra touches and larger targets keep them inside the rallies.

Older or deconditioned participants

Shorter active blocks and small movement distances.

WHAT TO OBSERVE

Reading the game

Emerging
Watches the ball, stays still

Developing
Anticipates some plays

Consolidated
Moves early to support the play

Cooperation and inclusion

Emerging
Plays alone

Developing
Cooperates within a pair

Consolidated
Cooperates across the whole group

Move on when

Both sides complete the phase through to the counter-attack.

INSPIRE VOLLEYBALL

MODULE

7

Approaching the Match

Phase 4 · Play the game

10–15 minutes

Phase question

“How can I play effectively as part of a team?”

OBJECTIVE

Upgrading module 6 by appling technical and tactical skills in realistic game situations while keeping a playful learning environment through modified scoring.

MODIFIED SCORING: THREE VARIANTS

20–20

Late start

Each set starts at 20–20, so every game stays close and every point matters.

2 in a row

Confirmation point

A team earns a point only after winning two consecutive rallies.

+2 / +2

Ace and block

An ace and a successful block are each worth two points.

Mini-sets from a free ball at 20–20; frequent rotation of roles.

Net and volleyballs; a visible score display

No video

Module 7 ·Running the activities

1 20–20 start

SET-UP

Each set starts at 20–20.

COACHING POINT

Short, close sets: every point matters and teams rotate quickly.

2 Confirmation point

SET-UP

A rally win scores only when the same team wins the next rally too.

COACHING POINT

One strong hitter cannot carry the score alone; sequences count.

3 Ace and block

SET-UP

An ace and a successful block are each worth two points.

COACHING POINT

Values reading and the front row over single powerful hits.

4 Mini-sets from a free ball

SET-UP

From 20–20 the coach throws a free ball into one court; each action is worth one point.

COACHING POINT

In mini-sets an ace also costs the receivers one point; the confirmation rule can be added.

Safety Limit the number of players per court to avoid collisions between seated players.

Module 7 ·Scoring that rewards what the pathway values

Coaching cues

Explain that the scoring rewards sequences and blocks over 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.

Inclusive adaptation

Adjust the alternative scoring to the group: the aim is a close, cooperative contest, and the system can change.

A simple habit that spreads responsibility

Name a different player to start each rally. Combined with the confirmation point, it stops the game from narrowing to its strongest hitters.

PEDAGOGICAL FOCUS

- Tactical adaptation
- Team strategy
- Communication
- Responsibility
- Fair play

Module 7 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	Reduced court for smaller teams.	Full 10 × 6 m court.
Task	20–20 start with the confirmation point.	Back toward standard scoring as the group settles.
Equipment	Score display showing the modified rules.	Bibs to mark roles in the rotation.
People	Name a different player to start each rally.	Players manage the rotation of roles themselves.

PARTICIPANT PROFILES TO PLAN FOR

Intellectual disability

Keep the modified rules stable across the session, explained once and displayed.

Hearing impairment

Show the score and the rules visually; agree hand signals.

Experienced volleyball players

A demonstration or officiating role for part of the session, then back to playing.

WHAT TO OBSERVE

Communication

Emerging	Developing	Consolidated
Silent during rallies	Calls the ball sometimes	Directs and supports teammates

Cooperation and inclusion

Emerging	Developing	Consolidated
Plays alone	Cooperates within a pair	Cooperates across the whole group

Move on when

Games stay close and several players contribute to the score.

INSPIRE VOLLEYBALL

MODULE

8

6 vs 6 Match

Phase 4 · Play the game

15–20 minutes

Phase question

“How can I play effectively as part of a team?”

OBJECTIVE

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

ON COURT

1. A full 6 vs 6 match, following the official rules wherever the group can manage them.
2. Coach feedback saved for natural breaks in play, so the game keeps its rhythm.
3. A closing reflection and debrief that returns to the inclusive purpose of the session.

Net and volleyballs

VIDEO

Module 8 ·Running the activities

1 6 vs 6 match

SET-UP

Full 10 × 6 m court, net at 1.15 m (men), 1.05 m (women) or 1.10 m (mixed); official rules where manageable.

COACHING POINT

Scale to 4 vs 4 or 5 vs 5 for smaller groups, with full rotation.

2 Feedback in natural breaks

SET-UP

The coach stays off court during rallies and notes what to discuss.

COACHING POINT

One focus per break, phrased as a question that sends players back into the game.

3 Closing debrief

SET-UP

The whole group seated in a circle on the floor, five to six minutes.

COACHING POINT

Ask what the mixed-ability play felt like from the inside.

Safety Keep water breaks and plan the return transfer from the floor before players are tired.

Module 8 ·Let the match teach, then debrief

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.

Inclusive adaptation

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

Suggested debrief prompts, seated in a circle

1. *"What did the mixed-ability play feel like from the inside?"*
2. *"When did the team need every player to win the rally?"*
3. *"What changed in the way you moved, read the ball or talked?"*

PEDAGOGICAL FOCUS

- Game autonomy
- Teamwork
- Inclusion
- Respect for the rules
- Enjoyment

Module 8 ·Adapting and observing

ADAPT THE TASK WITH STEP

	▼ Simplify	▲ Progress
Space	4 vs 4 or 5 vs 5 on a reduced court.	6 vs 6 on the full court.
Task	Simplified rules where the group needs them.	Official rules in full.
Equipment	A standard net lowered as far as the posts allow.	Regulation sitting-volleyball net.
People	Coach feedback during breaks only.	Players call the ball and manage the rotation themselves.

PARTICIPANT PROFILES TO PLAN FOR

Wheelchair users

Keep the chair within reach and plan the return transfer before people are tired.

Visual impairment

A consistent call system and an unchanged court carry the match.

Older or deconditioned participants

Water breaks and short pauses in the rotation without leaving the game.

WHAT TO OBSERVE

Cooperation and inclusion

Emerging	Developing	Consolidated
Plays alone	Cooperates within a pair	Cooperates across the whole group

Reading the game

Emerging	Developing	Consolidated
Watches the ball, stays still	Anticipates some plays	Moves early to support the play

Close when

Stop the match with enough time left for the debrief. The debrief is never cut.

INSPIRE VOLLEYBALL

Play the modules first, then reflect as facilitators

After the 6 vs 6 match, pause the workshop and discuss three questions as coaches:

1. What did the seated position change for you as a player?
2. Which module would be hardest to run in your club, and why?
3. How would you adapt the pathway to your own group?

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