



Volleyball
Canada

Long Term Development 3.0 A Roadmap for Volleyball in Canada

3.0

LTD

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Thank you to Peter van der Ven and the Dutch
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Table of Contents

4	Forward—Basic Principles
5	History & Process
6	One Sport, Three Disciplines
7	Long Term Development—Overview
8	From Long Term Athlete Development to Long Term Development in Volleyball
9	A Truly Canadian Approach
10	About this Resource
11	Vision, Mission & Values
12	The Big Picture
13	Building a Better System
14	Consequences
15	Safe Sport, Safe Volleyball
17	Key Factors Underlying Long Term Development in Sport and Physical Activity
18	Personal Factors
20	Organizational Factors
21	System Factors
22	Long Term Development Framework in Volleyball
23	Indigenous Participant Pathway—Two Streams
25	Long Term Development Stages
26	About Physical Literacy
27	Developing Physical Literacy through Stage-Appropriate Games
28	Building a Solid Foundation—The first three stages
29	Active Start
30	FUNdamentals
32	Learn to Train
38	Train to Train
42	The Podium Pathway
47	Learn to Compete
49	Train to Compete
51	Learn to Win / Train to Win
53	Active for Life
55	Discipline Integration
57	Sitting & Indoor Integration
58	What is Classification?
60	Indoor & Beach Integration
63	A Multi-Sectoral Approach
64	The Way Forward
65	Solutions to Shortcomings
67	Measuring LTD Implementation
68	References

Foreword Basic Principles

Human Development

Individuals pass through different life-stages as they grow and develop—from Birth and Early Childhood through Adolescence, and Adulthood and onto becoming senior citizens.

The education system has long recognized this, and Kindergarten instruction looks nothing like high-school or post-secondary classes. Methods of instruction, and demands placed on students systematically progress with students taking ever greater responsibility for their own learning. Education is developmentally appropriate.

Sport, unfortunately, has not always been developmentally appropriate, and Long Term Development—at its core—is about making sport developmentally appropriate. This means:

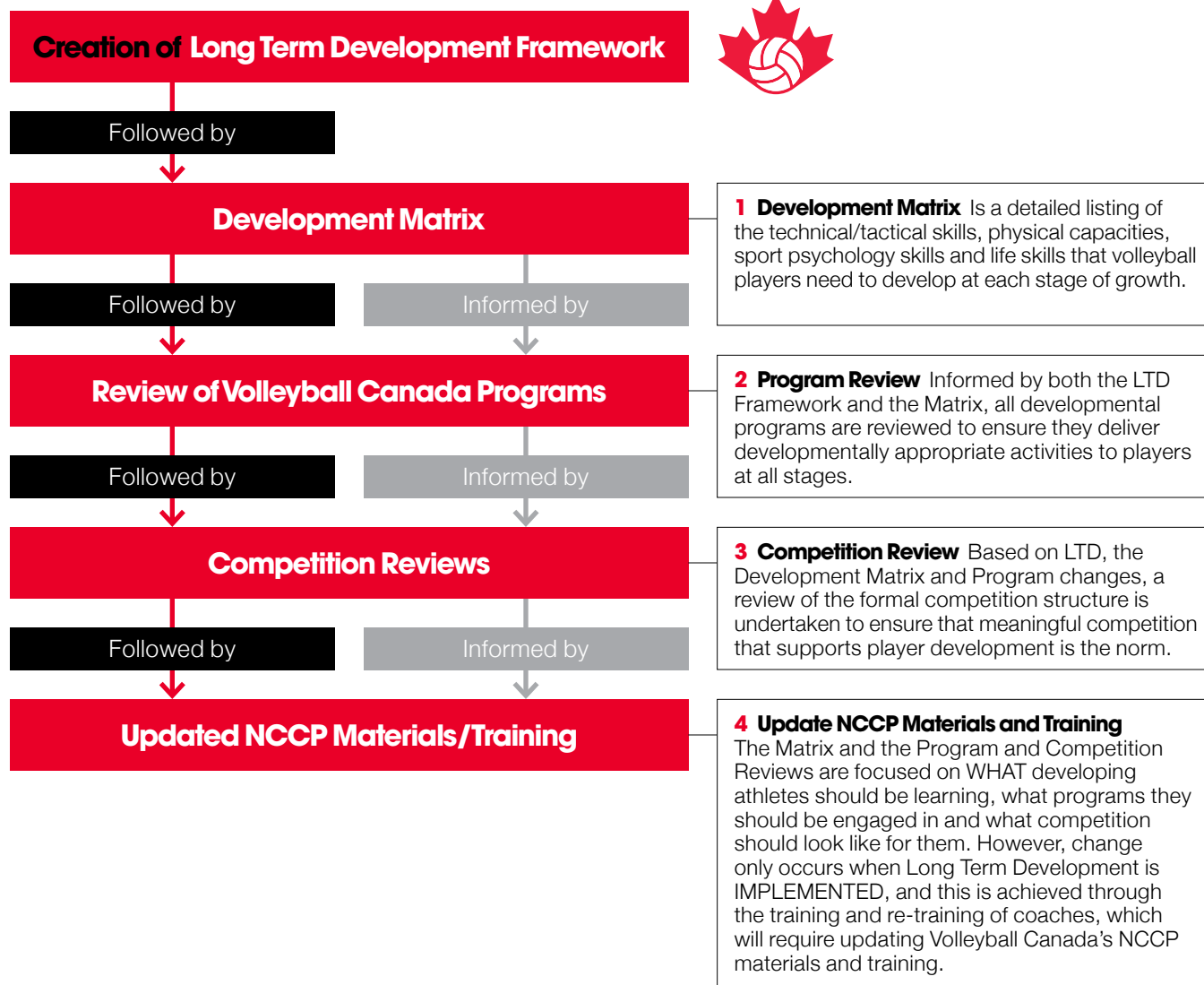
- Learning the right skills, and developing the right capabilities
- At the right time in the person's development
- In the right way—consistent with their physical, cognitive, psychological, emotional and moral development

Life Stages	Education System	Sport System	Age / Stage
Seniors	Retirement	Active for Life	Any age where participation is for health and personal satisfaction
Adulthood	Employment		
Early Adulthood	Post Secondary High School Middle School	Train to Win Train to Compete	Based on progress in sport towards highest level
Adolescence		Train to Train	Duration of adolescent growth spurt
Late Childhood	Elementary School	Learn to Train	Boys 9 to onset of adolescent growth / Girls 8 to onset of adolescent growth
Middle Childhood	Primary School	FUNDamentals	Boys 6-9 / Girls 6-8
Early Childhood	Pre-School	Active Start	Birth to 6 years

History & Process

This document is a blueprint for the development of Volleyball in Canada for the next several years. It is a starting point for rethinking all components of Volleyball Canada's operations and offerings.

This document is the successor to **Volleyball for Life: Long Term Athlete Development for Volleyball in Canada** (2006) and the **Volleyball Canada Development Model** LTAD resource website (2012).



Volleyball in Canada

One Sport Three Disciplines



PHOTOS: FIVB/WorldParaVolley

Long Term Development Overview

This document provides guidance to all clubs, and representative teams in Canada on Volleyball Canada's optimum pathway to volleyball success.



Figure 1: Volleyball Development Goals

Volleyball Canada

Along with other sports in the Canadian Sport System, Volleyball Canada, through the Provincial Territorial Associations, and many programs and clubs, strives to achieve three interwoven development goals:

- Physical literacy development,
- Excellence in sport, and
- For everyone to be active for life

We accomplish this by delivering high quality experiences, by being inclusive, and by collaboration with the education system, health sector and our international volleyball partners.

Over the last decade, Volleyball Canada has moved forward with advancing the sport through implementation of ideas in Volleyball Canada's 2006 document Volleyball for life, and 2012 website, Volleyball Canada Development Model (VCDM).

In the spirit of continuous improvement, it is time to rethink volleyball development and set the stage for the next decade as we strive to be a world leader in volleyball.

From Long Term Athlete Development to **Long Term Development in Volleyball**

The 2006 Volleyball document Volleyball for Life: **Long Term Athlete Development for Volleyball in Canada** was based on the 2005 Sport for Life resource document **Canadian Sport for Life—Long Term Athlete Development**. Using the term Long Term Athlete Development has been controversial ever since. For too many, especially those working with young children or older adults, the term “athlete” seemed inappropriate; “participant” better described the people they worked with. On the other hand, using the term “participant” made no sense to coaches and clubs who worked day-in and day-out with individuals who were clearly striving to achieve their athletic potential.

Unfortunately, the English language has no single word that adequately describes everyone across the spectrum from “kicking a ball around with your friends” to “winning a medal at the Paralympic Games”. Initially, with a focus on the development of high-performance, the term “athlete” was a natural fit, but as the Volleyball development framework was adopted by education, recreation, and health programs, “athlete” no longer included everyone involved.

Therefore, Volleyball Canada has chosen to use the term Long Term Development for these reasons:

- To maintain focus on the key idea that development is a process that takes time, and that sport and physical activity should look very different, based on the individual’s stage of development.
- To reinforce the idea that long term development is important both in sport performance and for life-long engagement in physical activity for health.
- To broaden the focus. Effective development requires the alignment of ALL parts of the Canadian volleyball system, from community programming through to targeted high-performance sport excellence, and this involves focusing on far more than just the athlete.

In this document, the term athlete is used when describing individuals striving to achieve their sporting potential, while both athlete and participant are used interchangeably when dealing with young children and adults engaged in sport and physical activity.

Long Term Athlete or Participant Development

This document moves away from **Long Term Athlete** or **Long Term Participant Development** because of the wide range of organizations with which Volleyball Canada works.

Provinces and Clubs are free, as they have always been, to adapt the language they use to best meet the needs of their end users.

A Truly Canadian Approach

To be truly world-leading, Volleyball Canada can't just copy other systems, because if we do, we will always be catching-up to those nations that blaze new trails.



PHOTO: FIVB

For Canadian volleyball athletes to achieve sustained international sporting success and for all Canadians to be active for life, we need a made-in-Canada system based on Canadian culture, traditions, and geography. Plus, a truly Canadian approach must also reflect our social values, multiple levels of political jurisdiction, and our economic realities. Based on Sport for Life's Long Term Development in Sport and Physical Activity, Long Term Volleyball Development in Canada is a truly Canadian approach. The initial version of Volleyball Canada's Long Term Athlete Development set out to address the gaps and shortcomings in Canadian development

of volleyball athletes. Now, Long Term Development in Volleyball incorporates concepts that will be the foundation of volleyball policies, resources, and programs across Canada and extends to long term coach development and long term officials' development.

Volleyball Canada, along with Sport for Life, has helped to link the sport, recreation, health, and education sectors while aligning programming across the federal, provincial/ territorial, and municipal level. Volleyball Canada is one of more than 60 NSOs that have created sport-specific frameworks guided by Long Term Development principles, leading to implementation at the provincial and territorial level.

Because Long Term Development in Volleyball is a Canadian approach, it incorporates the principles of Long Term Development from Sport for Life, and marries those concepts to the highly focused work that Volleyball Canada undertakes with Own the Podium, to produce elite athletes at the international level and teams that can hold their own against the best in the world.

The objective of this development framework is to provide a blueprint that will guide the long term development of:

- Canadians who want to learn and play volleyball at all levels, including those who play in schools, in clubs, and in community recreation programs across the lifespan.
- Coaches volunteering or working at all levels, ensuring that coach training and certification through the National Coaching Certification Program is fully aligned with long term development principles, and that dedicated and motivated coaches have a viable career path in the sport.
- Referees, to ensure that officiating and sport rules are appropriate to the physical, cognitive and emotional level of development of players, and that there is a pathway for officials to move from local to national to international levels of officiating.
- Administrators, to ensure that policies, rules, and practices are consistent with evolving participant needs and international best practice in making volleyball a safe and welcoming environment for all.

About this Resource

PHOTO: Volleyball Canada (Ottawa Sports Photography)



This resource is intended for everyone in Canada who is involved with Volleyball. One of the most persistent issues within Canadian sport is the way some groups continue to be marginalized and ignored. As a result, groups such as girls and women, individuals with disabilities, Indigenous Peoples, newcomers to Canada, the LGBTQI2S¹ community, aging adults, and those living in poverty and isolated communities remain under-served and under-supported.

Volleyball aims to engage and work with these populations to design and deliver quality experiences to meet their diverse needs. In the past, sport organizations have designed programs, distributed resources, and created courses and workshops and then have attempted to make their offerings suitable for all groups. This “cookie-cutter” approach is often

woefully deficient and is a major factor leading to lack of interest in sport and disengagement from any physical activity. Volleyball Canada has worked and will continue to work with content and context experts to build the detailed components needed for each group, and will distribute them with the goal of building appropriate and meaningful Long Term Development pathways for all. The volleyball long term framework was developed by key contributors from the Canadian volleyball community, from Provincial/Territorial Associations, grassroots instructors to highly respected club coaches to national team coaches, all supported by Volleyball Canada staff.

It also draws on the work of academics, and international sport science publications that provided insight and information regarding the growth, development, and maturation in human development. These sciences include pediatric exercise science, exercise physiology, sport psychology, psychomotor learning, sport sociology, neuroscience, and nutrition. An analysis of the literature on organizational development has also contributed significantly in the area of system alignment.

Long Term Development in Volleyball is a framework for the development of every child, youth, and adult to enable optimal participation in our sport. It takes into account growth, maturation and development, trainability, and sport system alignment.

The art of coaching and program design also plays a significant role in this framework—and for coaches who must make multiple day-to-day coaching decisions, the framework extrapolates from currently available scientific literature (when no specific research has been undertaken or is available). In doing so we recognize the risk of being wrong—but also recognize that to be world leading we must “push the envelope”. Evidence-based conclusions can only be drawn from analyzing published research that takes years to accumulate. Athlete development cannot be both fully evidence based and cutting edge.

The framework recognizes that the cognitive, emotional, moral, and psycho-social development of children are important components of maturation, and significantly contribute to progress in sport from introductory play all the way up to and including world-leading performances.

Ultimately, both sporting excellence and an active, healthy population are outcomes of a sport and physical activity development process that is top quality, well designed, inclusive of all, and properly implemented. Long Term Development in Volleyball is a uniquely Canadian, world leading design—and NOW is the time to fully implement it.

¹LGBTQI2S stands for Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), Intersex, and Two-Spirit. We use this acronym due to its broad scope. However, we recognize that this is a time of change in terms of language around sexual orientation, gender identity, and gender expression, and that “Gender and Sexually Diverse Community” is used more prominently by various groups in certain sectors.

Vision, Mission & Values

Our goal at Volleyball Canada is to continually strive in advancing our knowledge and innovate to improve our sport. This document will continue to evolve and capture future world leading information that will serve our coaches and clubs to continue in developing excellence in volleyball.

Our Vision

Be a world leader in volleyball



Our Mission

To provide leadership that enhances performance and participation in volleyball

Our Values

- Excellence** *We innovate, we achieve*
- Integrity** *We are transparent, respectful, and responsive to our members*
- Leadership** *Through collaboration, we listen, we inspire, foster, educate and support*
- Sustainability** *We meet the needs of the present without compromising the needs of future generations*

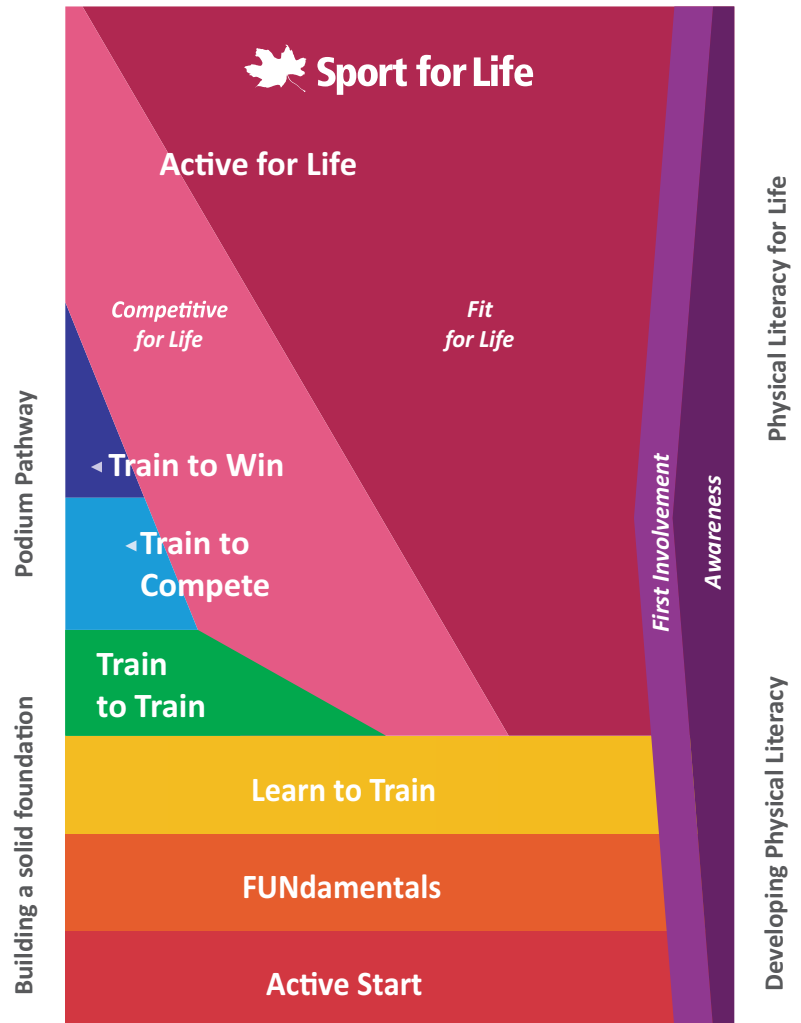


PHOTOS: FIVB/NORCECA/CPC

The Big Picture

The overall framework for long term development has evolved:

- Two new stages: First Involvement and Awareness are now integral components of the framework. Unless people know about volleyball they can't play it, and if their first involvement with the sport is not a positive experience they are unlikely to return.
- Physical literacy, while vital early in life, is not confined to the first three stages as it was previously—it can and should continue to be developed throughout the course of life.
- The Podium Pathway describes the excellence stages of Long Term Development and specifically applies to athletes on a trajectory toward podium results at the highest level of volleyball. The incorporation of Podium Pathway ensures alignment in volleyball between the early stages dominated by Sport for Life Long Term Development, and high performance progress assisted by Own the Podium.
- Active for Life now incorporates both Competitive for Life, for those who play competitive volleyball at any level but who are not on the podium pathway (including Masters events) and Fit for Life for those who play volleyball recreationally for health and personal satisfaction.
- The updated rectangle reflects these changes.



Evolution of Inclusion Volleyball strives to advance inclusion by ensuring that underserved populations of girls and women, individuals with disabilities, Indigenous Peoples, newcomers to Canada, the LGBTQI2S community, aging adults, and those living in poverty and isolated communities have access to barrier-free and quality volleyball opportunities and experiences.

Building a Better System

For all Canadians to benefit from Long Term Development in volleyball, we need to remove barriers to participation and performance and help make volleyball more effective. The following are some current system shortcomings and their consequences.

Shortcomings

- Not all volleyball facilities and programs are accessible or welcoming to low-income and non-traditional participants.
- Differences in developmental age are ignored when volleyball is organized using chronological age groups.
- Athlete preparation is often geared to the short-term outcome—winning—and not to the development process. The competition system can interfere with athlete development.
- Adult training and competition programs are imposed on developing athletes and sex difference in training and competition needs are poorly understood.
- Developmental training needs of athletes with a disability are not well understood.
- Fundamental movement skills and foundation sport skills are not always taught properly.
- Coaches working with developmental athletes may be volunteers, sometimes without adequate training or certification.
- Parents and caregivers may not have access to Long Term Development information in order to best support their children.
- Multisport program options are not readily available.
- Dropout rates for youth are a concern for many areas across the country.
- The integration of talent identification systems requires further improvement, and early success, often of early developing athletes, can be mistaken for long term potential.
- There is limited communication and relationships between physical education programs in the schools, recreational community volleyball programs, and club volleyball programs.
- Early over-specialization may be encouraged, and commercial interests may overshadow optimum development, in an attempt to attract and retain participants.
- Currently, safe sport policies, procedures, and practices are applied inconsistently across the country.
- Positive values, that develop character, are not sufficiently integrated into the volleyball experience.

Consequences

What are the results of these shortcomings?

- Children not having fun as they play in adult-based programs (early adoption of 6v6 or no use of game/skill modifications).
- Potential talent is excluded from sport.
- Poor movement capability, limited skill development, and lack of proper fitness.
- Developmental athletes often over-compete and under-train.
- Undeveloped and unrefined skills due to under-training.
- Bad habits developed from over-competition focused on winning.
- Female athlete potential not reached due to inappropriate programs.
- Developing athletes pulled in different directions by school, club, provincial, and national teams because of the structure of competition programs.
- Early over-specialization leading to burnout, injury and limited development.
- Reduced participation of youth in sport and physical activity, especially by girls.
- Remedial programs, implemented by provincial and national team coaches, frequently implemented to counteract the shortcomings in athlete preparation.
- Athletes failing to reach their genetic potential and optimal performance level.
- Athletes may be exposed to unsafe conditions with potential damaging consequences to their overall well-being. Individual sport leaders may not be held to account for unethical, irresponsible, or illegal actions.
- Negative behaviours emerge and in some cases harm can occur.

To date, implementation in Canada and other nations indicate that following the Long Term Development framework helps address these shortcomings and enhances sport systems.



PHOTO: COC

Solutions to these shortcomings are outlined throughout the remainder of this document, in addition to a specific list of possible solutions on page 65.

Safe Sport Safe Volleyball

Above all, Volleyball Canada is committed to a sport environment free from abuse that is safe for all participants. Volleyball Canada has zero tolerance for any type of abuse. Individuals are required to report abuse or suspected abuse to Volleyball Canada or to a Provincial/Territorial Association so that those matters can be addressed in an expeditious manner.

For more information, download the [Complaint Process Overview](#) (pdf).

Independent Third Party

Volleyball Canada has a third-party to review safe sport complaints. This is an independent certified workplace harassment resources/investigator who can guide individuals through the process and/or explore other options. This independent official is empowered to supersede Volleyball Canada staff and enforce appropriate policies as required based on evidence or a situation reported.

For details on how to contact an independent official, click [here](#).

The Canadian Sport Helpline

1-888-837-7678 – info@abuse-free-sport.ca / <http://abuse-free-sport.ca/en/>

The helpline will provide you with advice, guidance, and resources on how to proceed/intervene appropriately.

Policies

Volleyball Canada has adopted several policies aimed at addressing the maltreatment of individuals in sport. These policies include:

- Abuse
- Code of Conduct
- Discipline and Complaints
- Screening Policy

A full list of Volleyball Canada's policies can be found [here](#).

Open and Observable Environments (Rule of 2)

Open, observable, and justifiable interactions and communications are strongly recommended to foster safety, enhance protection, and help reduce vulnerability of both the athlete and adult(s) in a position of trust.

Commonly referred to as the Rule of Two, it means that there will always be two screened and safety-trained adults with a participant, especially a minor athlete, when in a potentially vulnerable situation.

Vulnerable situations include but are not limited to:

- Closed doors meetings
- Medical treatments
- Travel to and from trainings, competitions, events, or activities
- Any training or competitive environments without a second coach or responsible adult present (in the gym, in the weight room, etc.)
- Electronic communications

A full list of Volleyball Canada's policies can be found [here](#).

“Open and Observable Environments” is VC’s version of the Rule of Two. As in the Rule of Two, this practice still involves making meaningful and concerted efforts to avoid situations where a person in authority (coach, official, staff member, IST member etc.) might be alone with an athlete and/or vulnerable individual. The name refers to the fact that interactions between an individual and an individual who is in a position of trust/authority should be in an environment or space that is both “open” and “observable” to others. For a full description with examples and frequently asked questions, please download the [Open and Observable Spaces Guidelines](#) (pdf).

Education

Volleyball Canada is requiring that all individuals involved with the sport across the country take the new safe sport training module, available via the [Coaching Association of Canada website](#).

As of April 1, 2020, anyone associated with a Sport Canada-funded organization must be trained on conduct to prevent and address maltreatment. This includes coaches, referees, parents of youth athletes, high performance staff and contractors, officials; and all administrative staff and volunteers whether they may have direct contact with athletes or not.

The safe sport module is a free, 90-minute eLearning module that gives all participants the tools to recognize, address, and prevent maltreatment in sport. The module aligns with the principles of the Universal Code of Conduct to Prevent and Address Maltreatment in Sport and meets Sport Canada requirements for Safe Sport education.

Visit the safe sport training site for more info: <https://safesport.coach.ca/>

To take the training, you must create an account in “The Locker”, even if you are not a coach (it’s free!). We suggest saving a screenshot of the final slide when completed for your records.

Other online resources (mainly for coaches) that can be completed from home include the following (please note fees may be required).

<https://sportforlife-sportpourelavie.ca/catalog.php>

<https://www.respectgroupinc.com/keeping-girls-in-sport/>

<https://coach.ca/nccp-multi-sport-training-modules>

Club Approval Program

Volleyball Canada requires all clubs who participate with their provincial and territorial governing bodies to be approved clubs. Club Approval requires the adoption and implementation of all the necessary policies and guidelines for a safe sport experience.

Key Factors Underlying Long Term Development in Sport and Physical Activity

To help all Canadians enjoy and reach their potential in volleyball, we need to apply a rational, progressive Long Term Development framework. The following Key Factors are the basis of that Long Term framework.

They operate at three levels:

- The individual level (Personal Factors),
- The volleyball level (Organizational Factors), and
- Across the Canadian system as a whole (System Factors).

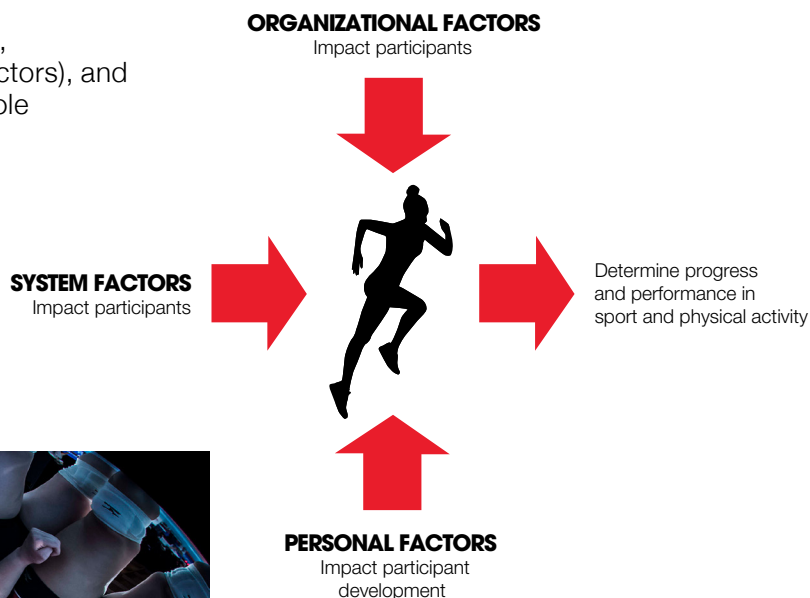


PHOTO: FIVB

Personal Factors

The Personal Factors are particularly important for parents and caregivers, teachers, instructors and coaches to consider as they plan quality programs for young participants and athletes.

1 Developing Physical Literacy

The early stages of volleyball lay the foundation for later success and life-long engagement in physical activity for health.

2 Quality Environments

By providing enhanced learning and training environments from a very early age, greater physical literacy and improved sport-specific skills are developed. Individuals carry this advantage to subsequent stages of Long Term Development. A quality training and competition environment is a safe environment: physically, mentally, and social-emotionally. An enhanced learning and daily training environment is not the same thing as early over-specialization!

Quality Environment vs. Early Specialization

Quality Training Environment

- Good volleyball facilities
- Highly qualified coaches
- Develops fundamental sport skills
- Develops foundational sport skills
- Focusses on long term development of the athlete
- Concerned with the athlete's wellbeing

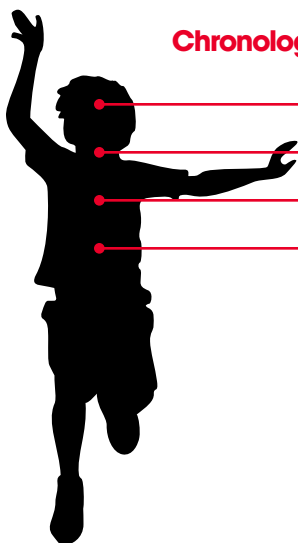
Inappropriate Early Specialization

- Specializes in 1 sport or position in L2T or early T2T
- Coaches who focus on early success
- Develops only sport specific skills
- Focusses on short term success of the organization
- Concerned with the athlete's performance and not development

3 Developmental Age

People grow and develop at different rates. Sport and physical activity need to take each individual's stage of growth and development into account when designing training, competition, and recovery programs. Long Term Development addresses the complete physical, mental, cognitive, and emotional development of participants — not just physical characteristics and performance qualities.

Developmental Age



Chronological Age: 7 years

Cognitive Development equal to the average 6 year old / Cognitive Age is 6.

Emotional Development equal to the average 5 year old / Emotional Age is 5.

Moral Development equal to the average 7 year old / Moral Age is 7.

Physical Development
equal to the average 8 year old / Physical Development Age is 8.

Instruction, practice and competition need to be geared to the Developmental Age of players. Making demands beyond the capabilities of their Developmental Age leads to failure and frustration, and demands below their capabilities lead to boredom. Individuals may be advanced in some capabilities and behind their peers in others.

4 Predisposition

Not all individuals are equally capable in all sports, and both enjoyment and success are related to how proficient an individual is in the sport they play. Sampling many sports during Learn to Train and early Train to Train can help participants find sports and physical activities to which they are well suited.

5 Excellence Takes Time

To reach full potential in volleyball, athletes need well planned, progressive, high-quality training over many years. Success cannot be rushed, and in many cases, athletes or performers may have pursued sport for eight to 12 years of training and competing before mastering the activity. A “hot house” approach can produce early winners, but it hinders long term development and ultimate athletic success, and can lead to burnout and overuse injuries.

6 For Life

An over-the-life-course approach acknowledges there are critical periods in early life when social and cognitive skills, habits, coping strategies, attitudes, and values are more easily acquired. These early abilities and skills develop durability in a person’s health in later life.

A Predisposition for Volleyball

Matters only for High Performance

Everyone can play volleyball, regardless of size, body shape, speed, power, or fitness — and should be encouraged to do so.

However, having success at the highest levels of international competition almost invariably requires a genetic predisposition.

Top players ...

- ... are tall
- ... have large arm-span
- ... have explosive power in arms and legs
- ... have exceptional focus and mental toughness
- ... are highly skilled in all areas of the game



PHOTO: Michael P. Hall/Volleyball Canada

It also considers life transitions— from late adolescence to early adulthood, for example— where life trajectories and future health can change positively or negatively. Taking a life-course approach, volleyball leaders are encouraged to reflect on the effects of programs on their participants years into the future. In addition, volleyball should give serious consideration to the ways it can encourage older adults to learn the game and play for physical health and social engagement in a welcoming and friendly environment.

Organizational Factors

Organizational Factors inform the ways volleyball, recreation, education and other organizations create and deliver programs for their participants and athletes.

- 1** This framework incorporates the **updated information** in Sport for Life's Long Term Development in Sport and Physical Activity (2019) and as an electronic document will be continuously updated as new information becomes available.
- 2** This Long Term Development framework provides the foundation for Volleyball Canada's Development Matrix (informed by volleyball's Podium Pathway and Gold Medal Profile) and for ongoing Competition Reviews, and the revision of sport specific Coaching and Officiating programs.
- 3 Awareness and First Involvement** More Canadians, especially those from underrepresented demographics need to be made aware of volleyball opportunities, and their first involvement should be a positive (safe, welcoming, and inclusive) experience.
- 4 Different Activities** have different demands and different pathways.
 - Volleyball is a standard specialization sport in which peak performance usually occurs in the late-20s in males and slightly earlier in females.
 - Volleyball is often a Transfer Sport with athletes entering after experience in other activities. This is especially true for athletes entering Sitting Volleyball following lower body trauma.
- 5 Appropriate Specialization** Those seeking to reach the highest levels of performance in volleyball, should be introduced to the sport in late childhood (Learn to Train) while being encouraged to also play other seasonal sports. Specialize too early, and athletes may limit their development and success at older ages. Specialize too late, and the athlete may miss key developmental opportunities. Single-sport volleyball specialization should emerge during Learn to Compete and be fully embedded by Train to Compete for those on the podium pathway. However, an important exception to this is the transition from indoor to beach volleyball, which can take place very late in an athletes' career.
- 6 Periodization** Periodization is time management of training in annual and seasonal training plans in order to bring about optimal improvements in athlete performance at the right times. At Learn to Train, single periodization (training leading to one major competitive event) should be implemented across the volleyball season, with appropriate double or triple periodization at the highest levels of performance depending on seasonal or quadrennial demands of competition.
- 7 Competition** Volleyball athletes need to train and compete according to training-to competition ratios that develop skills and fitness while preventing injury and burnout. The quality of competition and the timing of competitive events need to serve the needs of the participant, allowing them to test the stage-appropriate skills they are developing. Volleyball Canada commits to undertaking ongoing Competition Reviews based on this long term development framework.
- 8 Transitions** Development in volleyball has many transitions—the transition into our sport, the transition between Long Term Development stages, the transition out of volleyball for those who no longer wish to play, the transition from player to coach or referee or administrative leader, and the transition to be active for life. Transitions that are well planned and well executed maximize sport talent enabling individual potential to be reached.

System Factors

System Factors are important for policy-makers and organization leaders, informing the ways organizations cooperate and collaborate to build an optimal system.

- **Collaboration** Volleyball will seek out opportunities to improve collaboration with and between clubs, Provincial Organizations, and the education sector to achieve optimal development of the individual.
- **System Alignment** Volleyball Canada works with Sport for Life, Own the Podium, the Coaching Association of Canada, Provincial / Territorial Associations and others to create programs and resources. To avoid confusion it is essential that content (e.g. skills, drills and tactics/strategy), and the language used to describe them, be consistent across all of our documents. It is equally important that the sport-specific content at Train to Train merge seamlessly with the demands of our excellence stages of the Podium Pathway including the Gold Medal Profile.
- **Safe and Welcoming** Volleyball Canada must welcome all potential participants and provide a sport environment that protects players from neglect and from physical, psychological, and sexual harm.
- **Diversification** To develop as well-rounded individuals, young volleyball players should participate in many different activities and other sports. Parents must not be pressured to choose exclusively playing volleyball for their child too early. Because volleyball and other activities are delivered by sport-specific organizations, local early childhood programs, in recreation programs, by physical education and school sport, and by active living programs offered within the health system, there is a need to ensure that programs are aligned, that individuals are not pulled in different directions by different programs, and that the overall demands placed on the individual are kept reasonable.

Long Term Development Excellence takes time, so it is essential that volleyball not build a system that creates pressure for immediate success. Systems, business models, processes and metrics (e.g. ranks) must not influence volleyball leaders and coaches to favour earlier and more intense sport specialization- particularly pressure to play only volleyball year-round. Volleyball Canada must reward long term impact over short-term outputs.

Continuous Improvement The concept of continuous improvement is integral to Long Term Development in volleyball. By constantly seeking improvements in our understanding and practice, this framework will evolve to accommodate new volleyball rules, techniques, and emerging tactics, along with new findings in sport science and physical literacy research, new innovations in technology, and evolving best practices in coaching.

Evidence Informed To shift from old ways of doing things to the new, evidence supporting the changes is critical. This means ongoing assessment, monitoring and research in all aspects of volleyball programming and practice.

Evidence Informed or Evidence Based

Evidence based means using only information that has been thoroughly investigated, and on which there is wide ranging consensus. Outside of sport science the standard of “evidence based” is rarely reached in sport. Evidence Informed means extrapolating from what is known to what is **LIKELY** to help athletes, and is necessary to gain an advantage over opponents.

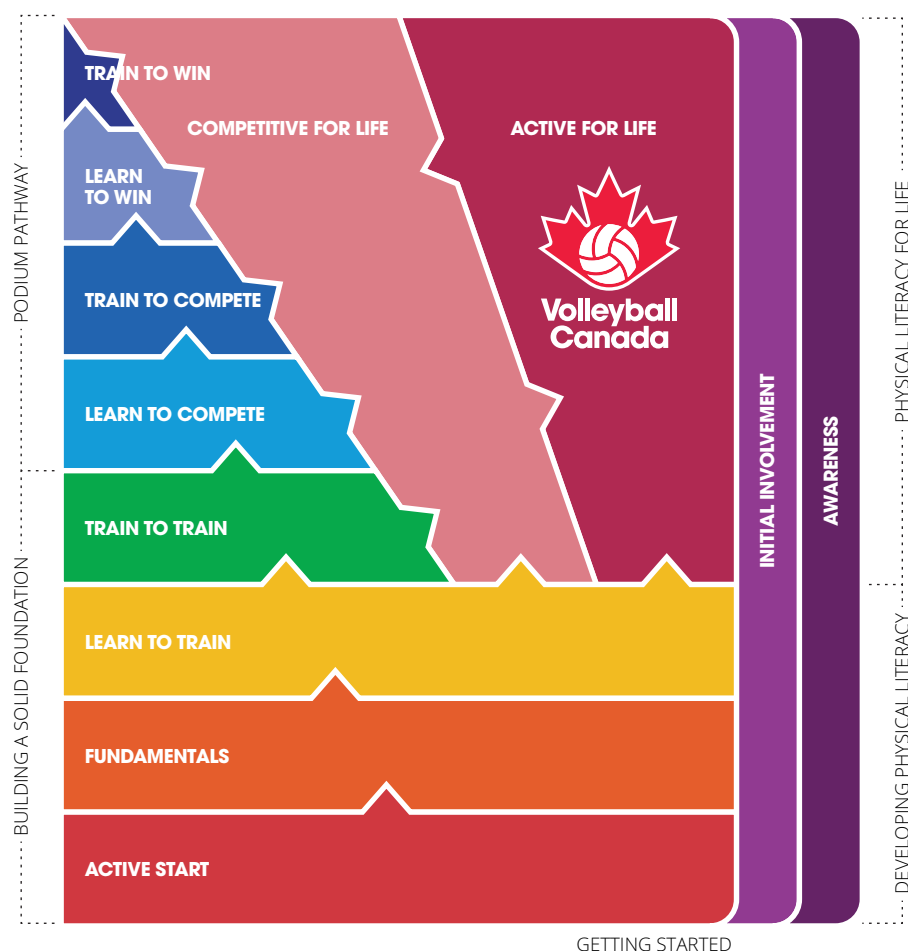
The Long Term Development Framework in Volleyball

The three main goals of Long Term Development in Volleyball are to support the development of physical literacy, strive for excellence, and empower people to be active for life.

The Sport for Life rectangle diagram depicts developmental pathways toward attaining these goals. The rectangle includes all who are active, unlike the old pyramid models that systematically exclude individuals who do not reach the pinnacle of sporting success.

The basic Sport for Life Long Term Development in Sport and Physical Activity framework has seven stages, and Volleyball Canada's framework follows this model, with an additional 2 stages (Learn to Compete, and Learn to Win).

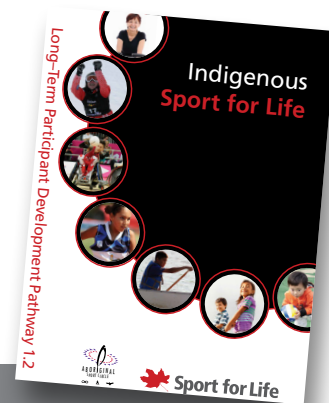
In addition, there are two pre-stages, Initial Involvement and Awareness.



Indigenous Participant Pathway

Two Streams

There is not only one sport system in Canada, nor is there only one way to develop sport and build thriving communities. The following excerpt from *Indigenous Sport for Life, Long Term Participant Development Pathways 1.2* describes the reason for the creation of two streams, and a call to action on how to move forward.



“...The Indigenous sport system evolved to address the marginalization that was occurring and to create a system that would understand and support the needs of Indigenous peoples. As all leaders and individuals in sport continue to progress relationships with the Indigenous community and their leaders, we will be able to better teach the skills that each athlete needs to succeed at each stage of sport development.

*The diagram below attempts to demonstrate the two-stream approach that is currently occurring: the Indigenous stream, like the mainstream, has the same stages of development **with the key being how we all support the opportunity to move back and forth from either stream, as the needs of the Indigenous participant may demand.** It also demonstrates how the two are interconnected/interdependent sport streams that link and work together. For example, it may be to the benefit of the athlete to develop in their community through the Indigenous competition stream as they have better or more consistent access to the support needed for them to progress. As their skills improve, they may move to the mainstream performance system...”*

To move our collective sport systems forward, Volleyball Canada is encouraging the entire volleyball community to become more aware of our collective history through some critical education opportunities:

- *Canadian Indigenous Culture Training— Truth and Reconciliation Edition*
- *Stepping Stones to Indigenous sport and Physical Activity Participation*
- *Aboriginal Coaching Module*

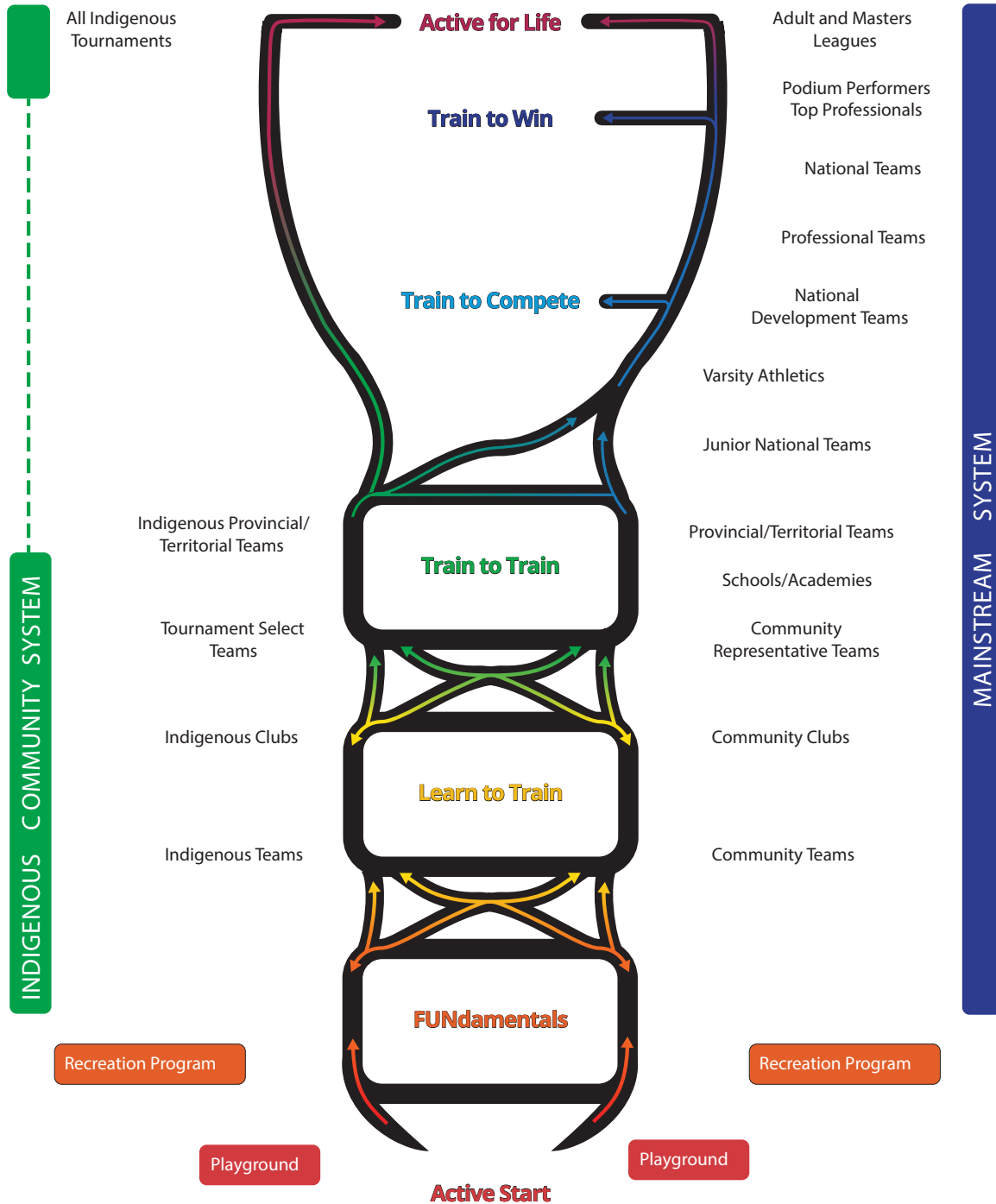
Completion of each course provides professional development (PD) points for NCCP certified coaches. In addition, Volleyball Canada and Sport for Life are offering to cover the costs of the “Stepping Stones” module for the first 250 individuals. To register click **HERE**.

To learn more about the steps Volleyball Canada is taking to address racism, discrimination and build positive relationships with Indigenous communities click **HERE**.

The following model is based upon Elder Alex Nelson's teachings.

From Playground to Podium

SUPPORTED BY FAMILY, FRIENDS, INSTRUCTORS, VOLUNTEERS, AND COACHES



Long Term Development Stages

Awareness and First Involvement

Getting children, youth and adults into volleyball is critical to creating both a higher level of volleyball in Canada and a more active, healthier population. The process of getting people involved—and keeping them involved—has two distinct pre-stages.

Awareness

You need to be aware of volleyball in order for you, or someone within your care, to take part in it, so you need to know:

- That volleyball exists,
- Where to find it, and
- How to access the sport

Being made aware of sport and activity options is particularly important for underserved groups:

- Girls and women,
- Individuals with disabilities,
- Indigenous Peoples,
- Newcomers to Canada,
- Individuals identifying as LGBTQI2S,
- Aging adults, and
- Those living in poverty or in isolated communities.



First Involvement

Once someone knows about a sport or activity and decides they want to try it out, their first experience with that activity becomes critically important.

A positive first involvement is likely to bring them back to continue, and a negative experience makes their return far less likely. Volleyball clubs should carefully plan the first experience of new participants to ensure:

- There must be no barriers to participation—especially for persons with a disability and those from visible and invisible minorities,
- That new participants feel included, knowing they will be welcomed back the next time,
- That new participants have the opportunity to get to know current participants,
- That it is affordable for participants to get and stay involved,
- That there is appropriate facilities and equipment, and
- The leader of the program has the appropriate skills to adapt to participants' needs.

For example, volleyball opportunities for persons with disabilities to participate in our sport are not always well known to the general public. The purpose of Awareness is to inform the public and prospective participants, of all abilities and backgrounds, of the range of opportunities available. To this end, volleyball organizations need to develop awareness plans to make their offerings and resources known. The purpose of First Involvement is to ensure everyone has a positive first experience of an activity and remains engaged. Accordingly, volleyball needs to train coaches and develop programs that provide suitable orientation for any and all prospective participants, helping them to feel confident, comfortable, and safe in their surroundings, and welcome among peers and training personnel.

About Physical Literacy

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

Physical literacy is a catalyst for change. From the World Health Organization and the Public Health Agency of Canada, to sector-specific policies including the Canadian Sport Policy, the Recreation Framework, and Active 2020, the concept of physical literacy has become a key element in the way we think about physical activity. The importance of physical literacy development is now embedded in provincial/territorial and municipal plans, policies and curriculum.

Physical literacy is a lifelong journey. It begins to develop in early childhood, and grows into a greater array and complexity of skills, capacities, and understandings during adolescence and adulthood. At different stages of life, physical literacy may serve different purposes and answer different needs for different individuals. For some people, physical literacy will provide a foundation for athletic success, while for others it may provide the means to pursue a vocational career. For everyone, it will provide the means to live a healthy active lifestyle at all stages of life and grant the opportunity to age gracefully in good health.

Providing a quality physical literacy experience should be the key focus of everyone involved in delivering physical activity, including everyone from teachers, coaches, and recreation leaders to administrators and policymakers in education, sport, recreation, and health. Different individuals, groups, and sectors of society are involved at different stages, and it is important that they work together for the benefit of children and adults who may be physically active with different groups or organizations.

Given the importance of physical literacy within the Long Term Development in Sport and Physical Activity framework, a separate document Developing Physical Literacy 2.0 has been developed and is available from Sport for Life.

Physical literacy

is the..



Developing Physical Literacy through Stage-Appropriate Games

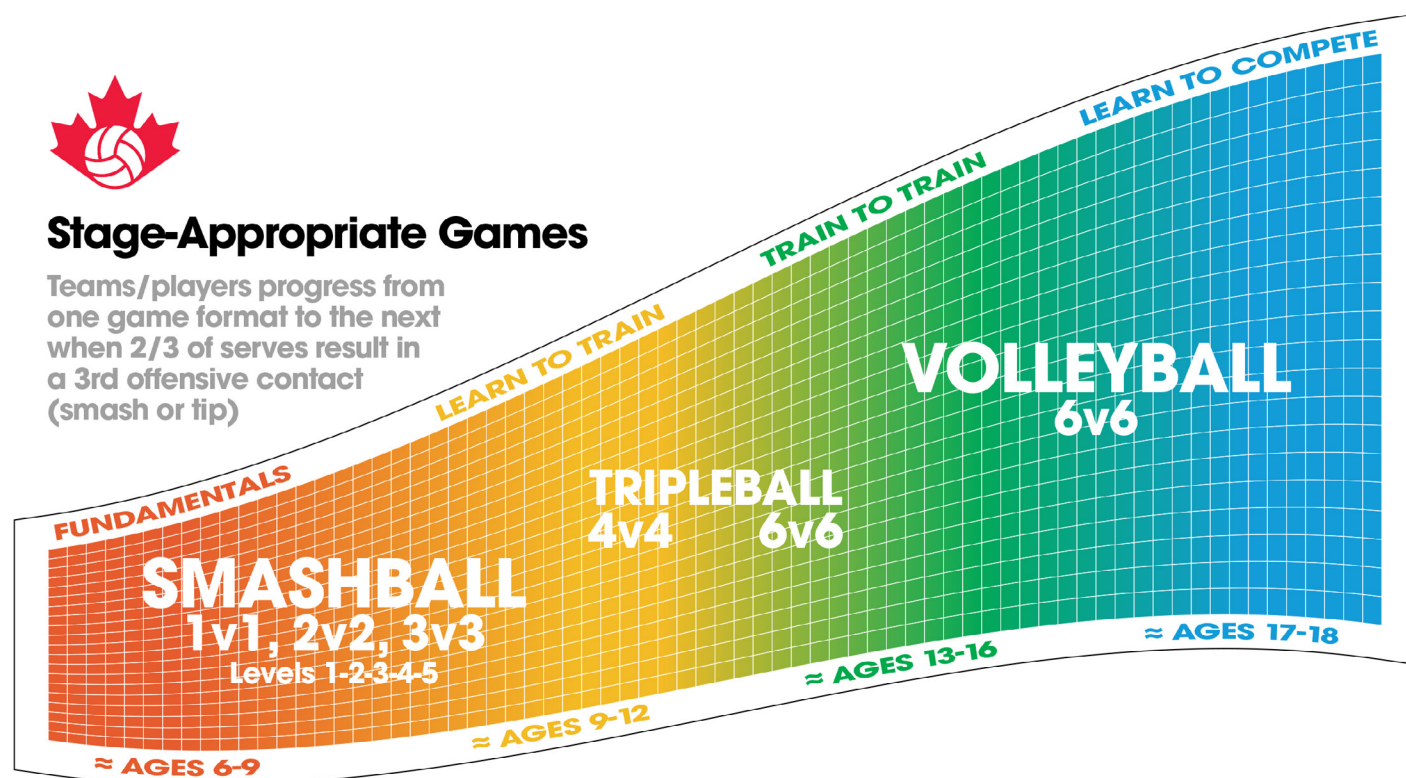
Participants can enter our sport at a developmentally appropriate level. The graphic below lists stage-appropriate games for the Fundamentals, Learn to Train, and Train to Train stages. The ages listed within each LTD stage are approximate.

Ideally, children's first exposure to volleyball are in the Fundamentals and Learn to Train stages, and the games they play are Smashball or 4v4 Tripleball. These games give kids the best chance to enjoy their first experience with volleyball and ultimately develop physical literacy.



Stage-Appropriate Games

Teams/players progress from one game format to the next when 2/3 of serves result in a 3rd offensive contact (smash or tip)



The “two-out-of-three guideline” listed above gives coaches, clubs, and administrators a benchmark to determine when it's best to move on to a more developmentally appropriate game. Our challenge is to resist the urge to rush development and place kids in a game that does not meet their needs. For a detailed description of WHY we believe these games are best for kids, click [HERE](#).

Within each of the LTD stages that follow, Volleyball Canada makes several recommendations on the game format, court size, net height, etc., that are critical for early success and growth of our sport.

Building a Solid Foundation

The first three stages

Active Start, **FUNdamentals**, and **Learn to Train** are designed to give Canadians the best possible start in sport and physical activity.

In large part, children pass through these stages simply because they are growing and developing. When learning a new sport or physical activity, adults skip over the **FUNdamentals** and **Learn to Train** stages. Transition from stage to stage is, therefore, **developmentally-based**.

Active Start is about mastering basic human movements and developing habits of physical activity.

FUNdamentals is about developing fundamental movement skills and enjoying being physically active.

Learn to Train is about learning a wide range of foundation sport skills, including volleyball.

Males and females:
birth to approximately six years of age

Volleyball does not generally operate with children in this age-group, but supports the early development of physical literacy by other organizations.

General Principles

Begin the physical literacy journey. Make activity FUN and part of the child's daily routine.

Activity and movement skills development. Focus on developing locomotor, object manipulation and balance skills on land, water, ice/snow and in the air in a variety of movements.

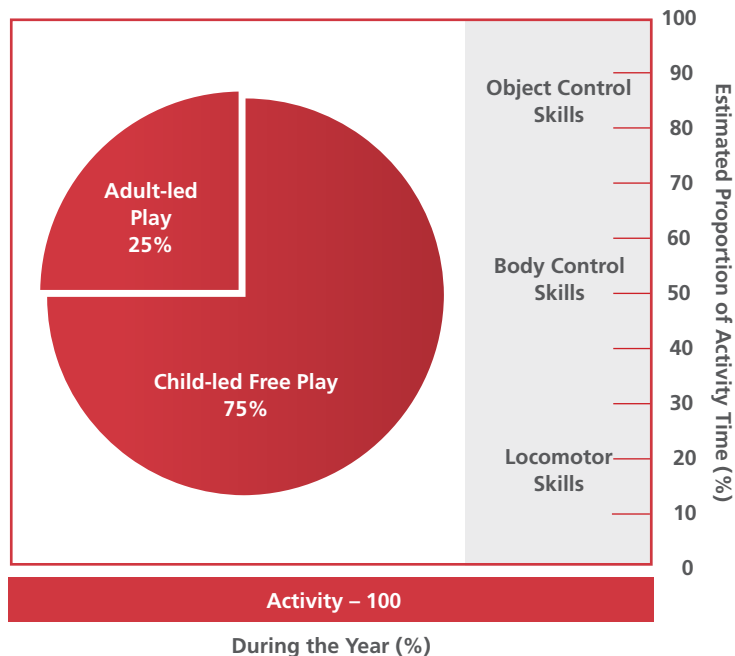
Meet the 24-hour movement guidelines for young children of being active for 180 minutes/day.

Encourage play

- structured (adult led)
- unstructured (child led)
- opportunities for play in natural environment

Include activities that develop executive function

- working memory
- cognitive flexibility
- building self-control



Provide a series of challenges with both successes and failures to help develop confidence.

Explore risks and limits in a safe environment, including outdoor play in nature.

Create an active movement environment combined with well-structured gymnastics and swimming programs.

Encourage outside play on snow and ice.

Create mini challenges to extend children's comfort range.

Ensure activities are fun and allow for social connectedness.

Boys: approximately six to nine years
Girls: approximately six to eight years

Further development of physical literacy

Develop fundamental movement skills, with emphasis on participation and having FUN on a daily basis.

Encourage running, jumping wheeling, throwing and catching, as well as swimming, and activities on ice and snow.

Emphasize activities that develop agility, balance, coordination, and speed — The ABCs. The building blocks for Canadians to move more.

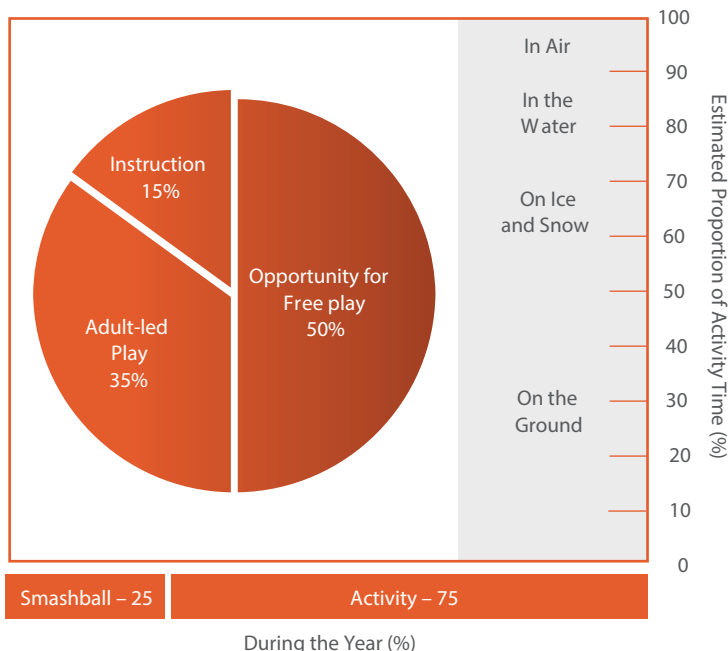
Build up physical capacities through medicine ball, Swiss ball, and own body-weight strength exercises.

Introduce simple rules and etiquette of sport, with a focus on fair play and respect for others.

No periodization, but well-structured programs.

Continue to build executive function with focus on:

- building working memory
- increasing mental flexibility
- strengthening inhibition control



Provide and respect children's activity choices.

Competition should be informal with no record of results.

Every effort should be made by club programs to offer a 'no-cut policy' and allow every child to play at a level that meets their needs.

Every Child Deserves a Trained Coach

NCCP Trained Community Coach + Smashball Trainer App



Coaching Association of Canada
 Association canadienne des entraîneurs

Stage Appropriate Games

	FUNDAMENTALS	LEARN TO TRAIN
AGE RANGE	~ 6-9	~ 9-12
GAME	Smashball - Levels 1-2-3-4-5 (Download Smashball App HERE for full details)	
PLAYERS	1 v 1, 2 v 2, 3 v 3	
COURT	Badminton Courts (half-court and full court)	
NET HEIGHT	Reach of the shortest player (wrist)	
BALL	Mikasa VS123W-SL (Super light)	Mikasa VUL500
TRANSITION PHASES	Teams/players progress to the next Smashball level when two-out-of-three of serves result in a 3rd offensive contact (smash or tip). "Two-out-of-three guideline"	
COMPETITION LEVEL	Primarily local, some regional	

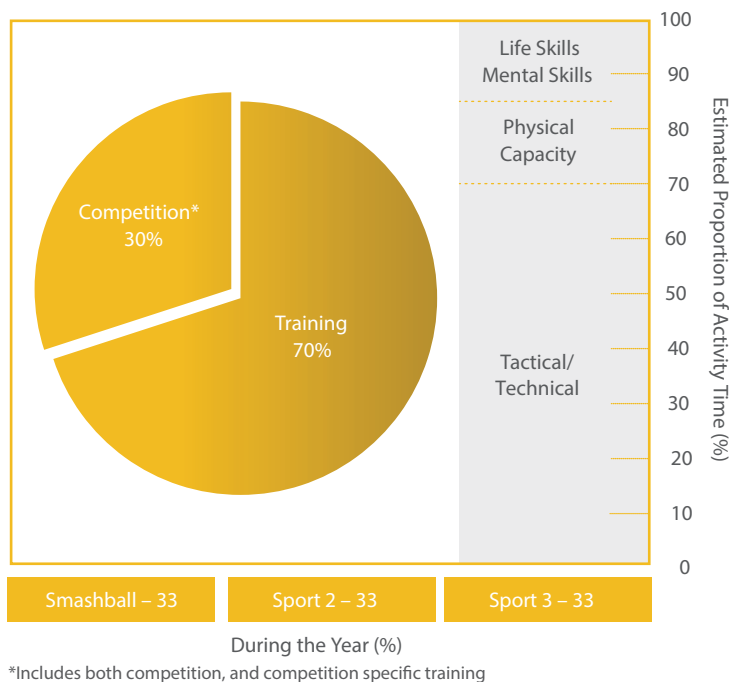
Developmentally Appropriate Training

	FUNDAMENTALS	LEARN TO TRAIN – EARLY
INJURY PREVENTION	Learns appropriate volleyball warm-up and cool down including stretches	
VOLLEYBALL SEASON LENGTH	8-12 weeks	12-18 weeks
PRACTICES PER WEEK	1-2 @ 40-60 min	2-3 @ 45-60 min
MATCHES PER WEEK	1 @ 40-60 min (10 min timed games)	1 @ 60 min (10 min timed games)
PRACTICE TO COMPETITION RATIO	Instruction 15% Adult-led Play 35% Free Play 50%	70/30
OTHER SPORTS	4+ Sports/Activities Volleyball 25% of year Activity 75% of year	2-3
MAXIMUM TOTAL ACTIVITY	Athletic participation 4-6 times per week. If a child has a favourite sport, participation up to twice per week in that activity is suggested so long as there is also participation in many other sports to ensure healthy and lifelong participation in sport.	Sport-specific training maximum three times per week plus participation in other sports or activities three times a week.

Boys: from approximately nine
Girls: from approximately eight
To onset of adolescent growth spurt

Continue to develop physical literacy

- Brain and body primed for skill acquisition
- Build fundamental skills in a wide range of sports and activities—on the ground, in water, in air and on ice/snow—before entering Train to Train stage.
- Ensure environment promotes and supports fun and friendship.
- Avoid early over-specialization.
- Take into account individuals' variations in physical, psychological, cognitive, emotional, and moral development.
- Build up physical capacities through medicine ball, Swiss ball, and own body-weight strength exercises, with additional focus on building flexibility and arm/leg speed.
- Introduce ancillary capacities: warm up/cool down, nutrition, hydration, and recovery including sleep and mental preparation such as anxiety control.
- Informal talent identification with opportunity to move participants to an enriched training environment



Introduction to formal local competition, with emphasis on fair play, and opportunities to try different events or positions

Single or double periodization

Competition should be informal without referees. Tracking of results can begin later in this stage to be used primarily as a reference tool to ensure teams are of even skill levels.

Every effort should be made by club programs to offer a 'no-cut policy' and allow every child to play at a level that meets their needs.

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NCCP Trained Community Coach + Smashball Trainer App



Coaching Association of Canada
 Association canadienne des entraîneurs

Stage Appropriate Games

	LEARN TO TRAIN		TRAIN TO TRAIN / EARLY	
AGE RANGE	~ 9-12	12U	13U	14U
GAME	Smashball Levels 1-2-3-4-5	Tripleball (optional)	Tripleball (optional)	Volleyball
PLAYERS	1 v 1, 2 v 2, 3 v 3	4 v 4	6 v 6	
COURT	Badminton Courts	Badminton Courts or Volleyball Courts (Taped @ 7m x 14m)	Volleyball Courts (9m x 18m)	
2nd CONTACT	According to Smashball Levels	Catch and toss, catch self-toss and set, or set		Set
NET HEIGHT	Reach of the shortest player (wrist)	2m	2.15m (girls) 2.20m (boys)	
BALL	Mikasa VUL500 or other light ball		Mikasa VUL500	Mikasa VQ200W-CAN
TRANSITION PHASES	Teams/players progress to the next level or game when two-out-of-three serves result in a 3rd offensive contact (smash or tip). "Two-out-of-three guideline"			
COMPETITION LEVEL	Primarily local, some regional		Some local, some regional, some provincial	

Developmentally Appropriate Training

	LEARN TO TRAIN / EARLY	LEARN TO TRAIN / LATE	TRAIN TO TRAIN / EARLY
INJURY PREVENTION	Learns appropriate volleyball warm-up and cool down including stretches	Players can lead a group through warm-up and cool down	Learn the use of foam roller and ball to increase mobility
SEASON LENGTH	12-18 weeks	16-24 weeks	22-30 weeks
PRACTICES PER WEEK	1-3 @ 45-60 min	2-3 @ 60-70 min	A) 2-3 practices/week* B) Indoor: 3-4 @ 90 min B) Beach: 3-4 @ 60 min
MATCHES PER WEEK	1 @ 60 min (10 min games)	1 @ 60 min (10-15 min games)	1 @ 60 min (best of 3 sets) or 1 tournament/3 weeks
PRACTICE TO COMPETITION RATIO	70/30	65/35	60/40
PHYSICAL TRAINING PER WEEK	N/A	N/A	Integrated into practices. Optionally one 30 min session in the weight room.
OTHER SPORTS	2-3	2	1-2 other sports (separate seasons) plus Indoor and Beach
MAXIMUM TOTAL ACTIVITY	Sport-specific training three times per week plus participation in other sports or activities three times a week.		Maximum 6 sessions/week (3-4 practices, 1 match, 1 physical training)

*Two options for practice amounts are presented to demonstrate the different pathways players can take. The minimum number of practices per week required to develop skills and progress toward "personal excellence" is 3x/week. A maximum range of training sessions in these stages is listed above. However, more is not always better. The quality of the practice environment is a critical factor.

Smashball Trainer **The App**

Including everything you need to start teaching kids Smashball, **this user-friendly app** provides expert lesson plans with lots of video to make running a practice or gym class easy and fun. Produced by Volleyball Canada, and based on the proven teaching methodology of *Teaching Games for Understanding*, kids will be kept engaged and active throughout a game or practice. Setup support and official rules for competitions are also provided.



Smashball Trainer 4+

A tool for teaching Smashball

Denman Digital Inc.

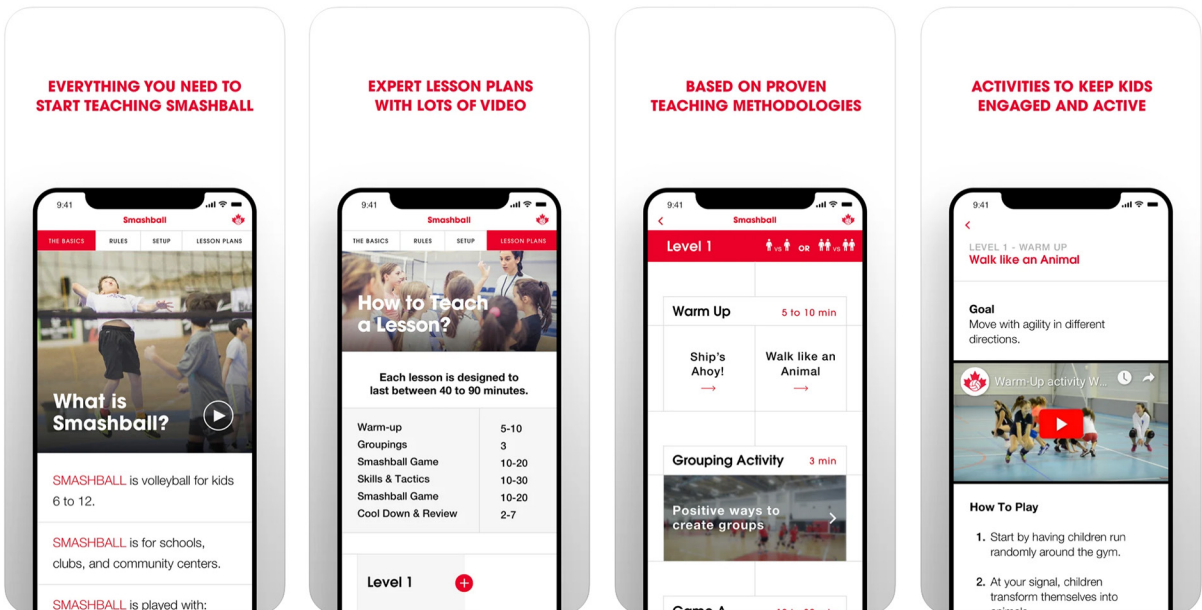
Designed for iPhone

★★★★★ 4.8 • 6 Ratings

Free

[View in Mac App Store](#)

iPhone Screenshots





Community Coach Training

Volleyball Canada offers two different training opportunities for those working with kids in the Fundamentals and Learn to Train stages:

- 1 Community Coach Workshop
- 2 Elementary Volleyball eLearning

The **Community Coach Workshop** is designed for coaches working in the club environment and is a 3-hour National Coaching Certification Program (NCCP) synchronous online course that provides:

- Interactive, Learning Facilitator lead exercises, video demonstrations, and quizzes to support learning and program delivery
- Lesson plans and assessments
- 5 Professional Development (PD) points for NCCP certified coaches
- The NCCP status of: “Trained” Community Volleyball Coach

The **Elementary Volleyball eLearning** course is designed for teachers working in the school setting and is a 90-minute National Coaching Certification Program (NCCP) asynchronous online course that provides:

- 150-page Instructor Guide with sample lesson plans and assessments
- Interactive exercises, video demonstrations, and quizzes to support learning and program delivery
- 5 Professional Development (PD) points for NCCP certified coaches
- The NCCP status of: “Trained” Community Volleyball Coach

For more information click [HERE](#).



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Multi-Sport Programs at the Learn to Train Stage

For participants in the Learn to Train stage, multi-sport programs offer many benefits including:

- **Expansion of social connections within different sport communities**
Having a variety of friends from different social groups can promote the values of diversity and inclusion. Pro-social friendships are one of the largest predictors of positive mental health.
- **Development of foundational sport skills** (racket sports, ball sports) gives kids more options to discover their passions and increases the likelihood of creating an active for life society.
- **Develops spatial awareness** (object coming over a net)
This benefit is ideal for volleyball development, and leads to excellence in sport.
- **Reduces burnout, dropout, and general disinterest in sport.**
If sessions are properly designed, using multiple sports within one session keeps kids active, engaged and having fun.

Multi-sport programs within the Learn to Train stage are also an ideal environment to offer parent/child programs, providing a connection opportunity and positive modeling for children.

It is for these reasons that Volleyball Canada is piloting a multi-sport program using Pickleball, Badminton and Smashball. Each of these sports use the same Badminton court lines making set up and take down simple and easy. Volleyball Canada is developing a telescopic pole, and net system that allows coaches and teachers to raise and lower the net for quick transitions between different sport activities within one session.



Another Reason for Including Racket Sports in a Multi-Sport Program

While the reasons listed above are enough for the volleyball community to offer multi-sport programs, another benefit of using ball sports and racket sports has been highlighted by some recent research by [Lambez et al.](#) The 2019 meta-analysis article identifies several non-pharmacological interventions that can have a dramatic impact on Attention Deficit Hyperactivity Disorder (ADHD) symptoms and improve the health of children. The conclusion of the study is below:

Conclusion

... According to this study, although all behavioral interventions designed to aid ADHD seem to have a positive effect on cognitive symptomology, **physical exercise**, especially aerobic exercise that included targeting executive functions, appears to be the most effective. Based on these findings, it could prove fruitful to integrate complex sports, such as **ball sports**, martial arts, and physical exercise that involves flexibility and inhibition of impulsive behaviors into ADHD treatment regimen.

A specific 2016 study by [Pan et al.](#) found that a racket sport program (70 min, 2x/week for 12 weeks) had the highest effect size of all the interventions at 1.92, with the average effect size for all interventions/modalities at 0.68.

This research highlights yet another benefit of sport to our society. Specifically, for the Learn to Train stage, a multi-sport program including racket sports are an excellent intervention for ADHD symptoms.

The Adolescent Participant

Train to Train

**It is at the Train to Train stage where the future of many athletes is determined.
It is the stage at which athletes are made or broken.**

Train to Train coincides with the transition from childhood to adulthood when many individuals make the decision to strive for excellence and commit to being an athlete—in the full sense of the word; or decide that they will no longer commit the time, energy and resources to achieving excellence in their sport. Sometimes that decision is made for them, through injury, lack of opportunity, or inability to progress.

The end of Train to Train and beginning of Learn to Compete also marks entry into the excellence stages of Long Term Development. As athletes achieve success, they will transition into the Podium Pathway.

Special issues in Train to Train

Train to Train is critical for the development and retention of athletes. There is so much going on in the lives of youth during adolescence that it is not surprising many drop out of sport or physical activity.

A collaborative, coherent approach among coaches, organizations and system stakeholders is needed to support the Train to Train athlete's continued development toward excellence, or transfer into ongoing activity for life. When these stakeholders understand the issues and show patience in development, more youth will be retained in sport and physical activity and progress to Learn to Compete.

TRAIN to TRAIN athletes...			
...feel that sport is...	...report that they...	...lack balance	Other issues
...too focused on results.	...don't feel welcome.	Demands by multiple sports	Unqualified coaches
...too expensive, too far away.	...have poor leadership.	Demands by multiple teams	Training not developmentally appropriate
...not athlete centred.	...feel unsafe (physically).	No athlete planning between sports	Prone to injury
...no longer fun, is unfair.	...feel unsafe (psychologically).	Academic and life demands not consistent	Training is not periodized
...too easy or too hard.	...lack support.	Meaningless competition	Training load increased too rapidly
...taking up too much time.	...can't balance sport, school, friends, and part time work.	Conflict between club and school, rep and club etc.	Not making sufficient progress

Period of the adolescent growth spurt
Around 11-15 for females and 12-16 for males

A critical stage in the development of high performance athletes

During this stage participants typically:

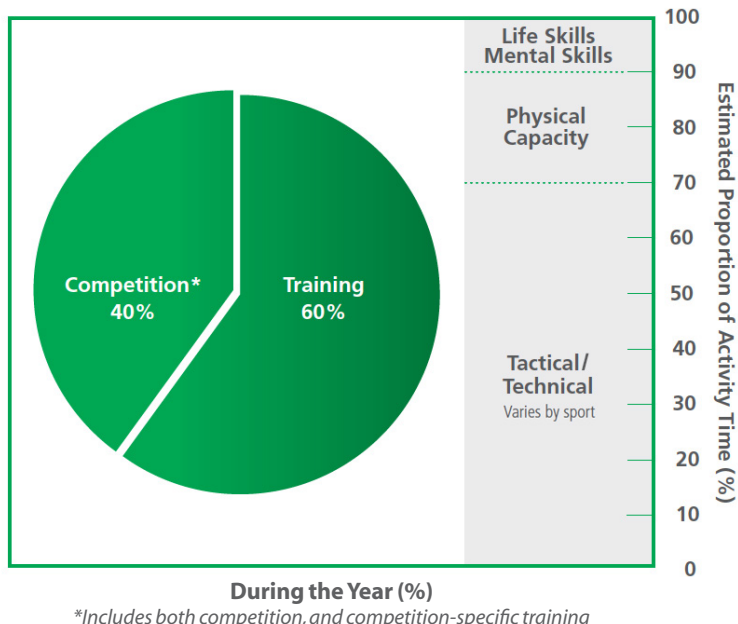
- commit to high performance and begin their journey on Volleyball's Podium Pathway, or the sport of their choice,
- enter Competitive for Life or Fit for Life in Volleyball or their sport or sports of choice, or
- drop out of sport.

For those on their sport's Podium Pathway, this is the stage for tremendous skill refinement, and for greater position/event specialization.

Major fitness development stage:

aerobic and strength. The onset of the adolescent growth spurt and the time of Peak Height Velocity (PHV) are key markers and growth must be tracked. As athletes complete their growth spurt, greater emphasis can be placed on weightlifting for strength gains. Stage for development of whole-body speed.

- **Cultivate life skills.**
- **Ensure environment promotes and supports fun and friendship.**
- **Introduce free weights with emphasis on correct technique.**
- **Greater attention to mental preparation**
- **Develop ethical approach to sport including respect for opponents and fair play and commitment to doping-free sport. Every effort should be made by club programs to offer a 'no-cut policy' and allow every participant to play at a level that meets their needs.**
- **Formalized competition and standings/rankings**
- **Build ancillary capacities and sport-life balance.**
- **Single or double periodization**



Early Train to Train

Volleyball – 50	Sport 2 – 25	Sport 3 – 25
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Late Train to Train

Volleyball – 67	Sport 2 – 33
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**Every Child Deserves
a Trained Coach**

NCCP Certified Development Coach



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Stage-appropriate competition...

- ... is designed to support what has been practiced in training,
- ... is modified in terms of game duration, size of playing area, and rules to match developmental of participants,
- ... offers equal competition opportunities by keeping participants in events rather than eliminating them (A finals, B finals, C finals, round robins, and cross-overs),
- ... in early stages, focuses on the process of competing and using recently learned skills in competitive situations—not on results, and
- ... is in the “challenge zone”—not too difficult or too easy, resulting in close competition without blowouts or humiliating defeats, and cuts down on travel time and cost.

	TRAIN TO TRAIN EARLY	TRAIN TO TRAIN LATE	LEARN TO COMPETE
AGE RANGE	≈12 to 14	≈14 to 16	≈16 to 19
GAME	Tripleball (optional)	Standard Volleyball	
PLAYERS	6 v 6		
COURT	Standard Volleyball Court		
2ND CONTACT	Catch and toss, catch self-toss and set, or set	Set	
NET HEIGHT	2.20 m (male) / 2.15 m (female)	2.35 m (male) / 2.24 m (female)	2.43 m (male) / 2.24 m (female)
BALL	Mikasa VUL500 or VQ200W	VQ200W-CAN	V200W
TRANSITION POINTS	Teams/players progress from Tripleball to standard volleyball when two-out-of-three serves result in a 3rd offensive contact (smash or tip), the “Two-out-of-three guideline”.		
POSITION SPECIALIZATION	No specialization or play 2+ positions.	No Libero at 14U/15U boys & girls	Players focus primarily on one position
TEAM SYSTEMS	6-6, 6-3, or 4-2 Offensive Systems / 6-up or 6-back Defensive System	6-2 or 5-1 Offensive Systems / 6-back Defensive System	6-2 or 5-1 Offensive Systems / Bunch Read System
ROSTER SIZE	12 players / Teams may also benefit from training as a larger group of 20 (with 2-3 courts) then splitting into two groups of 10 for competition. This method encourages a quality practice environment and more playing time for each player.		10-14 players
PLAYING TIME	Fair Play rules apply.	Suggested: All players have played a minimum of 40% match time over the course of the season.	Suggested: All players have played a minimum of 30% match time over the course of the season.
COMPETITION LEVEL	Some local Some regional Some provincial	Some regional Some provincial Some interprovincial	Some regional & provincial Some interprovincial Some national / Some international for national teams
MEANINGFUL COMPETITIONS	A blowout is defined as a 2-0 loss (e.g., 25-17, 25-18) and the combined points of the match was 50 to 35 or less. While there are many reasons for a blowout (i.e., team has an “off” game, team is “training” through competition and isn’t concerned about winning, too long or short a break between matches, general inconsistency of play for youth volleyball, etc.) groups delivering events can aim to design the competition structure to have no more than 25% blowouts.		

Developmentally-Appropriate Training...

- ... increases duration, volume, and intensity progressively
- ... takes advantage of sensitive periods
- ... is based on the stage of physical development of the participant
- ... supports the individual needs of participants

	TRAIN TO TRAIN EARLY	TRAIN TO TRAIN LATE	LEARN TO COMPETE
INJURY PREVENTION	Learn movement preparation as part of warm-up. Learn the use of foam roller and ball to increase mobility	Lead a movement preparation as part of warm-up. Lead a routine with foam roller and ball and proper cool down	Learn functional movement tests and work with trainer to develop mobility and stability exercises
SEASON LENGTH	22-30 weeks	28-34 weeks	32-40
PRACTICES PER WEEK*	A) 2-3 practices/week B) Indoor: 3-4 @ 90 min B) Beach: 3-4 @ 60 min	A) 2-3 practices/week B) Indoor: 4-5 @ 90-120 min B) Beach: 4-5 @ 60-90 min	A) 2-3 practices/week B) Indoor: 4-8 @ 120 min B) Beach: 4-8 @ 90 min
MATCHES PER WEEK	1 @ 60 min (best of 3 sets) or 1 tournament / month	1.5 @ 60 min (best of 3 sets) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) Beach: 2 tournaments/month or 4-6 matches every other week
PHYSICAL TRAINING PER WEEK	Integrated into practices. Optionally one 30 minute weight room session.	2-4 @ 30-45 min (some sessions may be integrated into practice)	3-4 @ 30-60 min
MENTAL & LIFE SKILLS	Integrated into annual program. See Development Matrix for details		
OTHER SPORTS	1-2 other sports outside of the Indoor and/or Beach seasons	Indoor and/or Beach and other unstructured activities during the off-season	Indoor and/or Beach
MAXIMUM TOTAL ACTIVITY	Maximum 6 sessions/week (e.g. 3-4 practices, 1 match, 1 physical training)	Max 7 sessions/week (1 session = 90 min of a practice, match, or work out). For example: 4 practices, 2 physical training, 1 match.	Max 11 sessions/week (1 session = 60-120 min of a practice, match, or work out). For example: 6 practices, 3 physical training, 2 matches.
	All athletes should have 5 hours between practices if doing two practices a day and have 1 full day off per week. Coaches in this stage should monitor the total number of activities the players participate in order to build the players' capacity to withstand training and minimize burnout and injuries. Coaches should also monitor the estimated volume of jumps for each practice. The number of jumps should gradually increase to meet the demands of training and competition events. Sharp increases in jumps from day-to-day or week-to-week greatly increase the risk of chronic or acute injuries. Training load can be recorded and monitored within the practice plan with great specificity or with simple symbols (↓↑→).		

**Two options for practice amounts are presented above to demonstrate the options available for different pathways. The minimum number of practices per week required to develop skills and progress toward "personal excellence" is 3x/week. A maximum range of training sessions in these stages is listed above. However, more training is not always better. The quality of the practice environment is a critical factor.*

Optimum Recovery...

- ... recognizes that recovery is as important as training
- ... is sufficient to allow participants to recuperate before next training session or competition
- ... recognizes that quality sleep can help in skill learning and retention as well as in physical recovery, and
- ... requires post-training and post-competition nutrition

The Podium Pathway

The Podium Pathway is about developing high performance athletes capable of winning at the highest levels of international competition, and bringing home medals from Olympic Games, Paralympic Games or World Championships. The stages in the Podium Pathway are:

Learn to Compete & Train to Compete

Generally for athletes in national development teams, University or College programs, la relève, or NextGen squads. These are outstanding athletes who have a serious chance of playing for their national squad or qualifying to go to World Championships and the Olympics. In many sports, including volleyball, the Podium Pathway begins at the end of the Train to Train or the Learn to Compete stages as athletes are specializing within their primary sport for selection to international age group competitions.

Learn to Win & Train to Win

Reserved for athletes who have a realistic chance of placing in World Championships, or bringing home medals in other major competitions. They are the best of the very best in their sport, and not everyone on a national team will fall into this category.

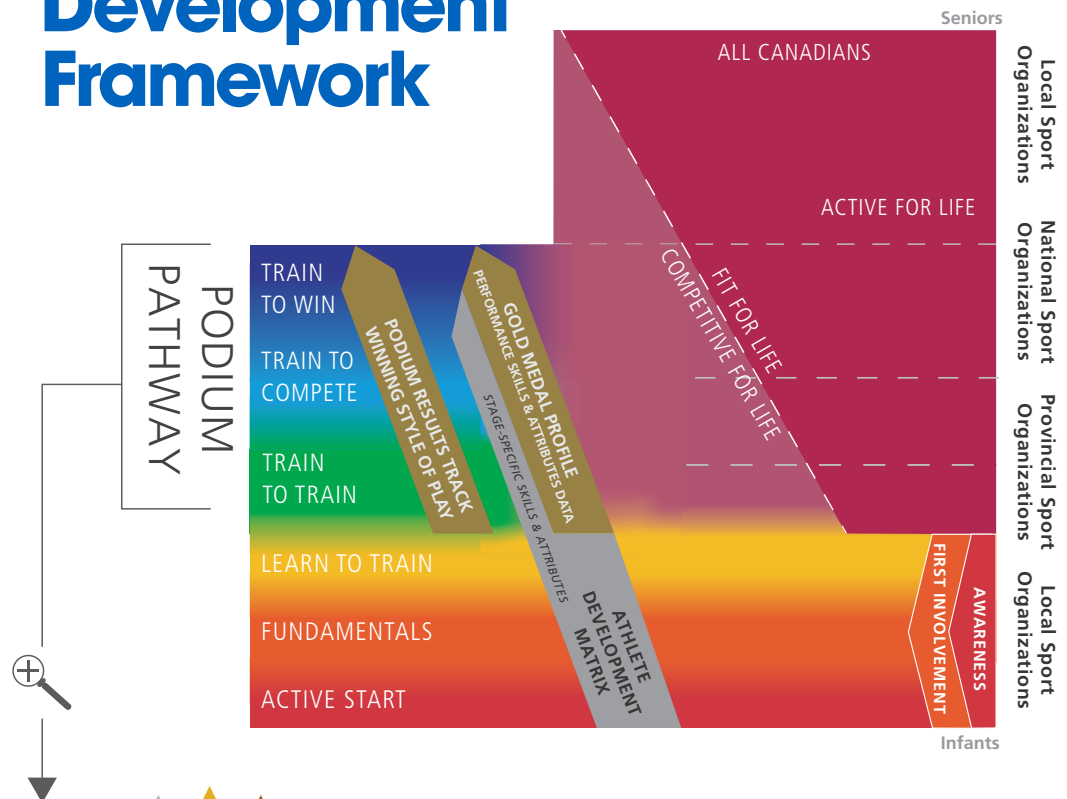
Athletes enter the Podium Pathway based on performance demonstrating their acquisition and development of skills listed within the Athlete Development Matrix.

Podium Pathway Principles:

The Podium Pathway is:

- 1** A concept that can be used by all Canadian organizations committed to high performance sport.
- 2** A component of Volleyball Canada's Long Term Athlete Development framework that specifically addresses identification and development of podium potential athletes.
- 3** Integral to guiding key foundational skills in physical literacy stages.
- 4** An approach to targeted excellence that identifies an enhanced daily training and competition environment needed to achieve podium performances.
- 5** An evidence-based approach to determining and defining critical performance components and standards for achieving podium-level results.
- 6** A development and implementation process shared by Volleyball Canada high performance and development staff along with provincial/territorial association leaders.

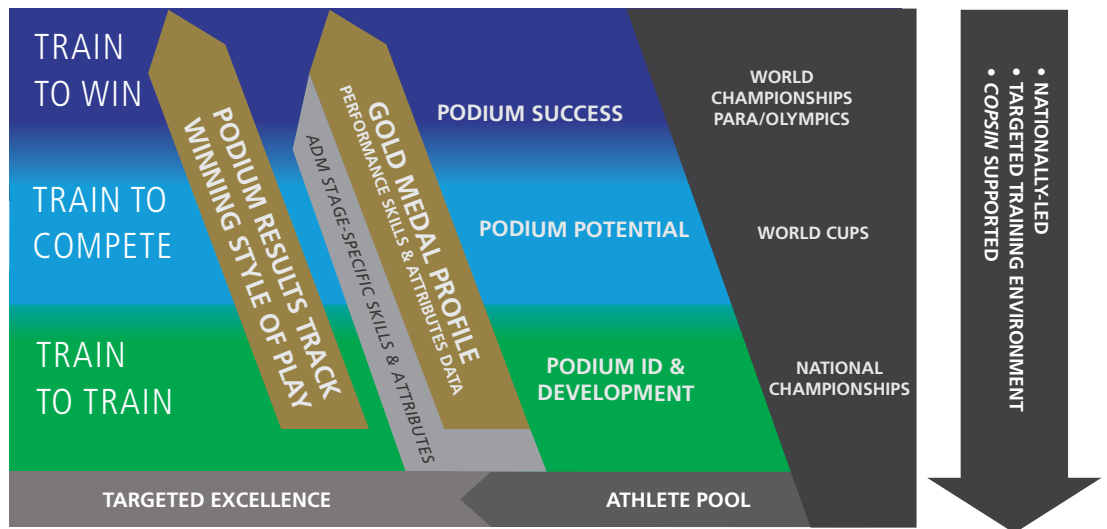
Long Term Athlete Development Framework



**PODIUM
PATHWAY**



Sport for Life



Listed below are each of the Podium Pathways for Indoor, Beach, and Sitting Volleyball. Each diagram highlights the key programs Volleyball Canada, and its partners offer to give athletes the best opportunities for sport excellence and podium performances.

The Podium Pathway

INDOOR / Women & Men

	YEARS AWAY FROM PODIUM	-11	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	0	0	0
	TARGET AGE	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29+
NATIONAL	FALL	HS / CLUB				POST-SECONDARY				COMPETITIVE FOR LIFE						
	WINTER	HS / CLUB														
	SUMMER	PROVINCIAL TEAM (INDOOR & BEACH)														
	COMPETITION	CANADA CUP			BEACH CC											
			CANADA GAMES		BEACH CG											
	PROGRAM OBJECTIVE	IGNITE			GUIDE					REFINE		SUPPORT				
INTERNATIONAL	FALL		NEP		POST-SECONDARY					PROFESSIONAL						
		HS / CLUB / REP / PEP														
	WINTER	HS / CLUB / REP / PEP														
	SUMMER / WOMEN		U18		U20		NEXT GEN PROGRAM				SENIOR TEAM					
	SUMMER / MEN	U17		U19		U21		NEXT GEN		SENIOR TEAM						
	COMPETITION		NORCECA / WCH / US HPCs				PAN AM CUP U23 NORCECA / WCH				OLYMPIC GAMES / WCH / VNL					
	TEAM BENCHMARKS / WOMEN		TOP 12 WORLD CHAMPIONSHIPS								TOP 12 WCH / QUALIFIED OG					
	TEAM BENCHMARKS / MEN		TOP 8 WORLD CHAMPIONSHIPS								TOP 8 WCH / TOP 3 OG					

PROGRAM	PURPOSE
HS - High School	Fun and health. Often the first exposure for athletes.
Club	Fun and health. The primary local development program from 12-18U.
REP Regional Excellence Program	Nationally sanctioned supplemental skill development program for 12-18U athletes.
PEP Provincial Excellence Program	Provincial Team. Provincial programs are delivered in a variety of formats to identify and train top athletes moving into the high performance pathway. Programs often lead to a highlight national event such as the Canada Cup and Canada Games.
NEP National Excellence Program	The top 16 athletes in grades 11-12 are invited to attend a 4-month training and competition experience at the Women's or Men's National Team Training Centre. Coached by Next Gen coaching staff and IST.
CC Canada Cup	Culminating tournament in which 15-18U Provincial Teams compete. Held in July. Identification opportunity for National Team Programs.
CG Canada Games	Held every 4 years for 18U Indoor, 20U Beach athletes. A multi-sport event designed to model the Olympic games for Next Generation athletes and prepare them for future high-performance experiences.
US HPCs - US High Performance Championships	Annual competition held in the 3rd week of July where Canadian Youth National Teams may compete against US and other top nations.
National Teams U18 / U20 / U23 (Women) U19 / U21 / U23 (Men)	Age-category national team programs. Programs are usually short in duration (2-4 weeks). Athletes train then compete in international tournaments representing Canada.
NOR NORCECA	North American Central America and Caribbean Volleyball Confederation. The division in which Canada must participate and qualify toward FIVB World Championship events for all age categories.
WCH World Championships	Senior level international competition, which takes place every four years, opposite the Olympic Games cycle.
VNL Volleyball Nations League	Annual international competition for Senior level national team athletes. Takes place typically in the summer.
OG Olympic Games	Takes place every four years and is considered the most prestigious multi-sport competition across the globe.

LEGEND: LEARN TO COMPETE / TRAIN TO COMPETE / TRAIN TO WIN

The Podium Pathway

BEACH

YEARS AWAY FROM PODIUM	-12	-11	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	0	0	0	0
TARGET AGE	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
FALL	Indoor / REP	Indoor / REP	POST-SECONDARY INDOOR or BEACH (NCAA WOMEN)				FULL-TIME NEXT GEN TRAINING and FIVB WORLD TOUR			FULL-TIME SENIOR TRAINING and FIVB WORLD TOUR				FULL-TIME SENIOR TRAINING and FIVB WORLD TOUR			
WINTER	Indoor / REP	Indoor / REP															
SUMMER	PEP	PEP	CG or CC	CG or CC	NT SUMMER PROGRAM		FULL TIME TRAINING										
COMPETITION	Provincial Tour / U19 WC		Provincial Tour / U21 WC		NORCECA / FIVB				FIVB WORLD TOUR / WC / OG								
BENCHMARKS	SELECTED PEP	SELECTED PEP	SELECTED CG OR CC	SELECTED CG OR CC	Top 6 NORCECA	Top 6 NORCECA FIVB Future	Medal NORCECA FIVB Futures	Top 16 FIVB BPT Challenger	Top 8 FIVB BPT Challenger	Top 8 FIVB BPT Elite	Top 8 FIVB BPT Elite	Top 8 WC/ OG	Top 8 WC/ OG	Medal WC/ OG	Medal WC/ OG	Medal WC/ OG	Medal WC/ OG
PLAYER PARTNERSHIPS	EXPERIMENTING WITH SEVERAL PARTNERS				SEEKING APPROPRIATE PARTNERSHIPS					SOLIDIFY PARTNERSHIP 2-3 YEARS PRIOR TO OG				SOLIDIFY PARTNERSHIP 2-3 YEARS PRIOR TO OG			
PROGRAM OBJECTIVE	IGNITE		IDENTIFY / DEVELOP		RECRUITMENT		REFINE			SUPPORT				SUPPORT			
CARDING	NONE				D (4 MONTHS)		D (12 MONTHS)			C1	SR	SR1/ SR2	SR1/ SR2	SR1/ SR2	SR1/ SR2	SR1/ SR2	SR1/ SR2

CG: Canada Games / CC: Canada Cup / WT: World Tour / WC: World Championships / OG: Olympic Games

SITTING

YEARS AWAY FROM PODIUM	YOUTH/DEVELOPMENTAL	4 TO 8 YEARS OUT	3 YEARS OUT	2 YEARS OUT	1 YEAR OUT	MAJOR GAMES
PROGRAM OBJECTIVE	INTRODUCE	RECRUIT AND DEVELOP	SELECT	COMPETE	QUALIFY	PERFORM
	LOCAL & PTA SUPPORT		NATIONAL TEAM IST SUPPORT			
DECENTRALIZED TRAINING	SCHOOL INTRO LOCAL DROP-INS LEARN SPORT	LOCAL / CLUB DROP-INS CONTACT NATIONAL TEAM CPC TALENT SEARCH	FULL TIME TRAINING IN HOME CITY ON-COURT VOLLEYBALL SESSIONS STRENGTH & CONDITIONING MENTAL PERFORMANCE & NUTRITION SUPPORT			
CENTRALIZED TRAINING	N/A	N/A	BEFORE MAJOR COMPETITIONS			
CAMP TRAINING	N/A	ATTEND NATIONAL TEAM SELECTION CAMP	MULTIPLE CAMPS PER YEAR			
COMPETITION	LOCAL COMPETITIONS & DROP-IN MATCHES	ANNUAL SITTING NATIONALS PROVINCIAL EVENTS	PARAPAN AM ZONAL / WORLD CUP	WORLD CHAMPIONSHIPS / SUPER 6	LAST CHANCE QUALIFIER / PARAPAN AM ZONAL	WORLD CUP / PARALYMPIC GAMES
MILESTONES	CONTINUE TO PLAY SITTING VOLLEYBALL FOR LIFE	SELECTED TO NATIONAL TEAM	TOP 2 IN ZONE / TOP 8 WC / PARALYMPIC QUALIFICATION			
CARDING	NONE	FACE APPLICATION / D	D	C1	SR1	SR2

CARDING

ENTRY AT ANY AGE
MUST CLASSIFY FOR WORLD PARAVOLLEY EVENTS

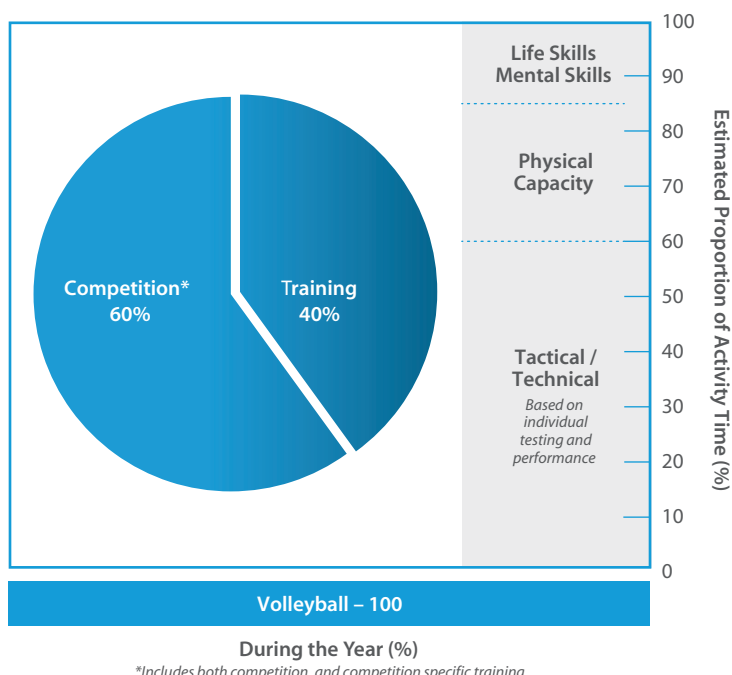
Boys: approximately 17 to 19 years
Girls: approximately 16 to 18 years

Increase training intensities to optimum levels

Volleyball skill variations and advanced tactics are introduced, and volleyball skills are performed under a variety of competitive conditions during training. More complex team systems are learned. Training should be position specific.

Fitness, recovery, psychological, and technical development programs are individually tailored to a greater degree.

- **Single, double or triple periodization**
- **Strength and aerobic power are introduced progressively after growth rate decreases.**
- **Transition stage for athletes to engage in coaching, refereeing, and Active for Life participation**
- **Every effort should be made by club programs to offer a 'no-cut policy'.**



Every Child Deserves a Trained Coach

NCCP Certified Advanced Development Coach



Coaching Association of Canada
 Association canadienne des entraîneurs

Stage-Appropriate Competition

	LEARN TO COMPETE	TRAIN TO COMPETE
GAME	Standard Volleyball	
POSITION SPECIALIZATION	Full specialization or 2 positions (Setters/Liberos, Left Side/Libero, Middle/Opposite)	Full specialization
TEAM SYSTEMS	6-2 or 5-1 Offensive Systems. Bunch Read System	5-1 Offensive Systems Bunch Read System
ROSTER SIZE	10-14 players	14-16 players
PLAYING TIME	Suggested: All players have played a minimum of 30% of match time over the course of the season.	Roles are identified by the coach
COMPETITION LEVEL	Some regional & provincial, some interprovincial, some national, some international for national teams.	Some regional & provincial, some interprovincial, some national, some international for national teams.
MEANINGFUL COMPETITION	A blowout is defined as a 2-0 loss (e.g., 25-17, 25-18) and the combined points of the match was 50 to 35 or less. While there are many reasons for a blowout (team has an off game, team is 'training' through competition and isn't concerned about winning, too long or short a break between matches, general inconsistency of play for youth volleyball, etc.) groups delivering events can aim to ensure no more than 25% blowouts.	

Developmentally-Appropriate Training

	TRAIN TO TRAIN LATE	LEARN TO COMPETE	TRAIN TO COMPETE
AGE RANGE	≈ 14 to 16	≈ 16 to 19	Generally at provincial, junior national or early national level
INJURY PREVENTION	Lead a routine with foam roller and ball and proper cool down	Learn functional movement tests and work with trainer to develop mobility and stability exercises	Can self-assess and address mobility and stability issues and uses strength training to prevent over-use injuries
SEASON LENGTH	28-34 weeks	32-40 weeks	40-48 weeks
PRACTICES PER WEEK*	A) 2-3 practices/week B) 3-5 @ 90-120 min	A) 2-3 practices/week B) 4-7 @ 120-150 min	5-8 @ 120-180 min
MATCHES PER WEEK	1.5 @ 60 min (best of 3 sets) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks
PRACTICE TO COMPETITION RATIO	60/40	40/60	40/60
PHYSICAL TRAINING PER WEEK	2-4 @ 60 min (some sessions may be integrated into practice)	4 @ 60 min	4 @ 60 min
MENTAL & LIFE SKILLS	Integrated into annual program. See Development Matrix for details		
OTHER SPORTS	Indoor and/or Beach and other unstructured activities during the off-season	Indoor and/or Beach	Indoor and/or Beach
MAXIMUM TOTAL ACTIVITY	Max 7 sessions/week (1 session = 90 min of a practice, match, or work out). For example: 4 practices 2 physical training, 1 match.	Max 11 sessions/week (1 session = 120 min of a practice, match, or work out). For example: 6 practices, 3 physical training, 2 matches	
	All athletes should have 5 hours between practices if doing two practices a day and have 1 full day off per week. Coaches in this stage should monitor the total number of activities the players participate in order to build the players' capacity to withstand training and minimize burnout and injuries. Coaches should also monitor the estimated volume of jumps for each practice. The number of jumps should gradually increase to meet the demands of training and competition events. Sharp increases in jumps from day-to-day or week-to-week greatly increase the risk of chronic or acute injuries. Training load can be recorded and monitored within the practice plan with great specificity or with simple symbols (↓ ↑ →).		

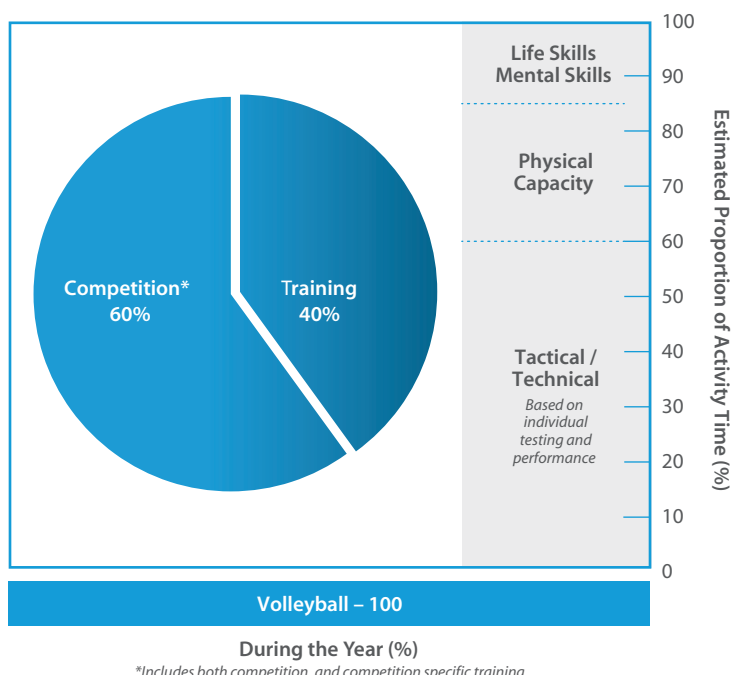
*Two options for practice amounts are presented in the Learn to Compete stage to demonstrate the options available for different pathways. The minimum number of practices per week required to develop skills and progress toward "personal excellence" is 3x/week. A maximum range of training sessions in these stages is listed above. However, more training is not always better. The quality of the practice environment is a critical factor.

Dependent on sport progress — beyond end of adolescent growth spurt. Athletes generally at provincial, junior national or early national level.

Requires specialized coaching in a specialized training environment

The stage for specialization in sport, position or event then specific training design for physical conditioning and technical/tactical preparation to maximize development.

- **Test tactics and practice under competitive conditions.**
- **Evidence-based training built on testing to identify strengths and weaknesses**
- **Optimize ancillary capacities, and balance sport, work/school, and family/friend life obligations.**
- **Advanced mental preparation, and practice under highly competitive conditions**
- **Strengthen ethical approach to sport including respect for opponents, fair play, and commitment to doping-free sport**
- **Single, double or triple periodization**
- **Sport-specific technical, tactical and physical capacity training nine to 12 times per week**



Stage-Appropriate Competition

	LEARN TO COMPETE	TRAIN TO COMPETE	LEARN TO WIN
AGE RANGE	≈ 16 to 19	Generally at provincial, junior national or early national	Around the age of Olympics, Paralympics, and World Championships
GAME	Standard Volleyball		
POSITION SPECIALIZATION	Full specialization or 2 positions (Setters/Liberos, Left Sides/Liberos, Middles/Right Sides)	Full specialization	
TEAM SYSTEMS	6-2 or 5-1 Offensive Systems Bunch Read System	5-1 Offensive Systems / Bunch Read System	
ROSTER SIZE	10-14 players	14-16 players	16-20 players
PLAYING TIME	Suggested: All players have played a minimum of 30% of match time over the course of the season.	Roles are identified by the coach	
COMPETITION LEVEL	Some regional & provincial, some interprovincial, some national, some international for National teams.	Some regional & provincial, some interprovincial, some national, some international	National and international

Developmentally-Appropriate Training

	LEARN TO COMPETE	TRAIN TO COMPETE	LEARN TO WIN
INJURY PREVENTION	Learn functional movement tests and work with trainer to develop mobility and stability exercises	Can self-assess and address mobility and stability issues and uses strength training to prevent over-use injuries	
SEASON LENGTH	32-40 weeks	38-45 weeks	44-48 weeks
PRACTICES PER WEEK*	A) 3 practices/week B) 4-7 @ 120-150 min	5-7 @ 90-150 min	5-8 @ 120-180 min
MATCHES PER WEEK	1.5 @ 90 min (best of 3 sets) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks
PRACTICE TO COMPETITION RATIO	40/60	40/60	30/70
PHYSICAL TRAINING PER WEEK	3-4 @ 30-60 min	3-4 @ 60 min	4-5 @ 60-90 min
MENTAL & LIFE SKILLS	Integrated into annual program. See Development Matrix for details.		
OTHER SPORTS	Indoor and/or beach, Indoor and/or Sitting		Indoor, Beach, or Sitting
MAXIMUM TOTAL ACTIVITY	Max 11-12 sessions/week (1 session = 90-120 min of a practice, match, or work out) For example: 6 practices, 3 physical training, 2 matches = 11		
	All athletes should have 5 hours between practices if doing two practices a day and have 1 full day off per week. Coaches in this stage should monitor the total number of activities the players participate in order to build the players' capacity to withstand training and minimize burnout and injuries. Coaches should also monitor the estimated volume of jumps for each practice. The number of jumps should gradually increase to meet the demands of training and competition events. Sharp increases in jumps from day-to-day or week-to-week greatly increase the risk of chronic or acute injuries. Training load can be recorded and monitored within the practice plan with great specificity or with simple symbols (↓ ↑ →).		

**Two options for practice amounts are presented in the Learn to Compete stage to demonstrate the options available for different pathways. The minimum number of practices per week required to develop skills and progress toward "personal excellence" is 3x/week. A maximum range of training sessions in these stages is listed above. However, more training is not always better. The quality of the practice environment is a critical factor.*

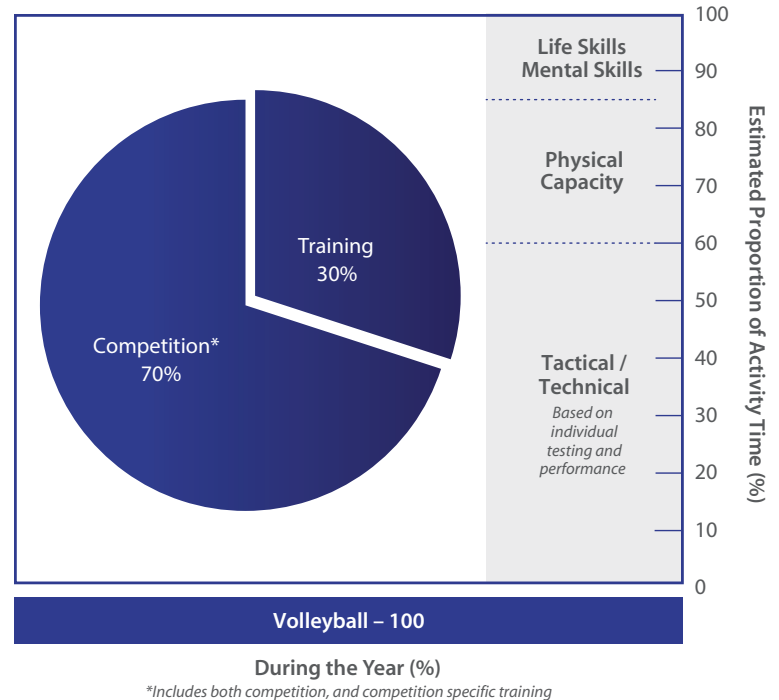
Learn to Win

Train to Win

Dependent on sport progress—around the age of optimum performance in the sport
Athletes competitive at the highest level: Olympics, Paralympics, and World Championships

Focus is on podium performances at highest level international events

- Improvement or maintenance of all physical capacities required for optimum performance through evidence-based training prescription; aligned with Winning Style of Play
- Further development of technical, tactical, and performance skills, with modelling of all aspects of training and competition performance
- Frequent prophylactic breaks for recovery and regeneration
- Maximize ancillary capacities, with support from knowledge specialists
- Single, double, triple, or multiple periodization with focus on the most important events
- Sport-specific technical, tactical, and fitness training nine to 15 times per week



	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN
AGE RANGE	Generally at provincial, junior national or early national	Around the age of Olympics, Paralympics, and World Championships	
INJURY PREVENTION	Can self-assess and address mobility and stability issues and uses strength training to prevent over-use injuries.		
SEASON LENGTH	38-45 weeks	44-48 weeks	44-48 weeks
PRACTICES PER WEEK	5-8 @ 90-180 min	6-10 @ 90-180 min	6-9 @ 90-180 min
MATCHES PER WEEK	1.5 @ 90 min (best of 5) or 1 tournament every 3 weeks	2 @ 90 min (best of 5) or 1 tournament every 1-2 weeks	2 @ 90 min (best of 5) or 1 tournament every 1-2 weeks
PHYSICAL TRAINING PER WEEK	3-4 @ 30-60 min	3-4 @ 60 min	4-5 @ 60-90 min
MENTAL PREPARATION	Integrated into annual program. See Athlete Development Matrix for details.		
OTHER SPORTS	Indoor and/or beach, or Indoor and/or Sitting	Indoor, Beach, or Sitting	
MAXIMUM TOTAL ACTIVITY	Max 11 sessions/week (1 session = 90 min of a practice, match, or work out). For example: 6 practices, 3 physical training, 2 matches.	Max 12 sessions/week (1 session = 90 min of a practice, match, or work out). For example: 7 practices, 3 physical training, 2 matches	Max 15 sessions/week (1 session = 90 min of a practice, match, or work out). For example: 12 volleyball + 3 physical training = 15.

Active for Life

The overwhelming majority of people playing just about any sport fall into the Active for Life stage. Having built a solid foundation in the first three stages of the framework, they progress to playing the sport or sports of their choice for enjoyment, satisfaction or for the health benefits they obtain. Some compete in organized sport, while others do not.

Competitive for Life is the phase of Active for Life for those who compete within the formal structure of their sport. This could be at the U-14 or U-17 level in a house league, all the way to World Masters Competition. It differs from Fit for Life because competitive athletes are striving to improve and to win, and they train accordingly.

Fit for Life is the phase for those who participate simply because they get satisfaction from sport or physical activity. They may, from time to time, compete at a recreational level, but that is not their primary purpose. Fit for Life also describes those who engage in non-sporting physical activity.

Sport and Physical Activity Leaders

Sport and Physical Activity Leaders include those individuals who contribute in ways other than being an athlete or participant in the sport or activity itself, such as coaches and instructors, officials, administrators, and those involved in sport science and medicine.

Masters Athletes

Masters athletes thrive on competing (Competitive for Life) or play for personal health and enjoyment (Active for Life). Masters athletes may have previously been in high-performance programs or may have taken up the sport later in life. Those with prior high performance experience have likely learned most of what they need to know about the sport, while those who take up the sport in their 20s, 30s, 40s or even later, will benefit from developing the skills and the capacities outlined in this document for the Train to Train stage.

Given the importance of being active for life, particularly for mature adults, a separate document, *Active for Life: Durable by Design*, has been developed and is available from Sport for Life.



PHOTO: Sport for Life

An individual is not restricted to one of these pathways at any given time. Often, individuals in the Active for Life stage will be actively involved in multiple pathways.

Physical literacy, increased activity and recreational sport — being “fit for life” — can be the gateway to a healthier Canada. The benefits of regular physical activity are well documented: sustained long term health, increased social connectedness, improved general mental and physical well-being and better quality of life. Yet in spite of the clear evidence demonstrating numerous benefits associated with regular exercise, particularly in mature adults, only 15% of Canadian adults meet national physical activity recommendations and rates of participation have declined in the past several decades among Canada’s growing population of older adults.

There are eight essential factors for healthy adulthood and successful aging: they describe the basic elements of the Active for Life stage and are the key components of being durable by design. The eight factors are interdependent and each is critical to adult wellness.

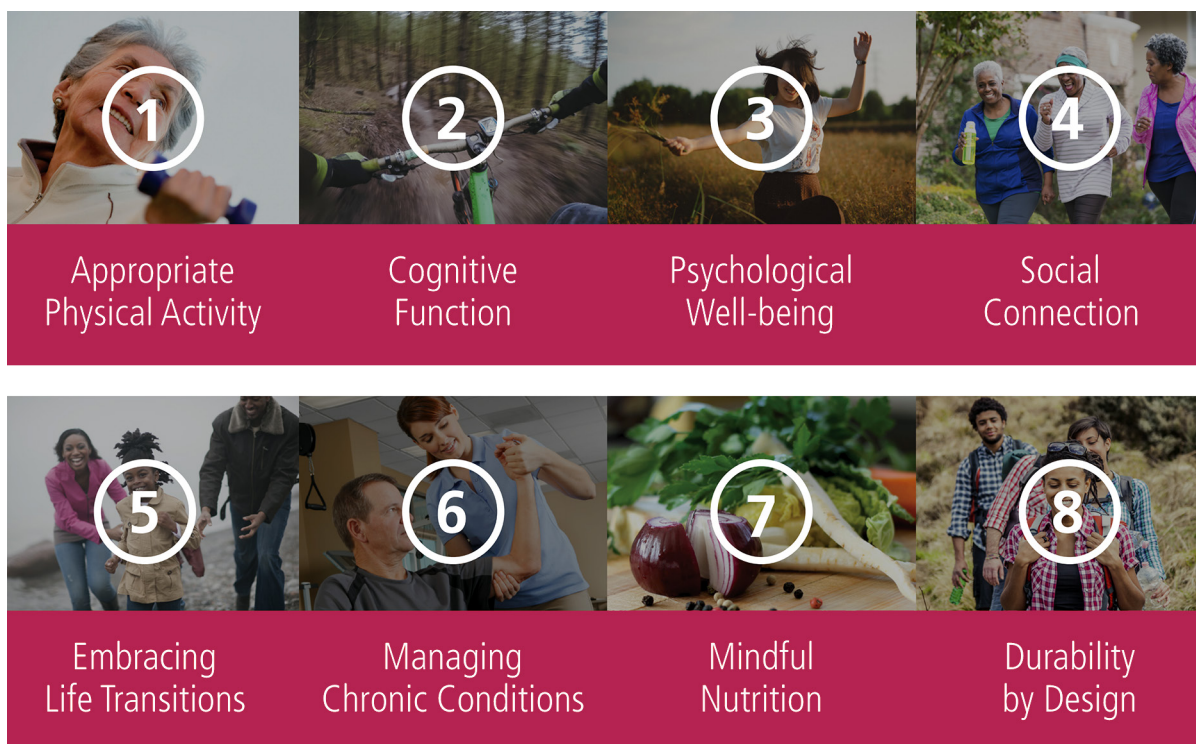


IMAGE: Sport for Life

Discipline Integration

Indoor, beach and sitting volleyball share many common attributes, and offer excellent participation and performance opportunities. Just as we are unable to accurately determine what position a developing indoor player in the Train to Train stage will be physically and athletically best suited for, we also will be unable to accurately predict which volleyball discipline will best suit a player's athletic qualities until later in their development. Therefore, volleyball leaders have a responsibility to expose and encourage players to participate in all three disciplines, to ensure they have the opportunity—if they desire—to reach their maximum potential in the discipline they are most interested in and/or suited for. Thus, it is especially important that developmental training and competition programs are planned in such a way as to integrate all disciplines and to minimize conflicts between them.

How each Discipline can contribute to Player Development

For able-bodied athletes and some athletes with a disability, incorporating all disciplines into the annual training plan adds the needed volume of contacts and experiences to enhance overall development, while providing the needed psychological break from a single training environment.

INDOOR	BEACH	SITTING
STRUCTURED ENVIRONMENT Programs are coach-led. Large teams and coaching staff promote collaboration and relationship building skills.	UNSTRUCTURED ENVIRONMENT Coaches may not be involved. Players learn to take greater initiative for their own development	STRUCTURED ENVIRONMENT Programs are coach-led. Large teams and coaching staff promote collaboration and relationship building skills.
Complex team tactics and strategy development	Individual tactics and strategy development	Complex team tactics and strategy development
Players learn to negotiate their needs with those of the team (Team-first emphasis).	Individual attention within a team of two	Team-first emphasis, with a greater understanding of individual needs
Season of play: Fall/Winter (complimentary to beach)	Season of play: Summer (complimentary to indoor)	Season of play can be year-round (indoor).
Encourages specialization. Players often focus on their strengths.	Encourages proficiency in all skills. Players are forced to work on their weaknesses (ex. will get served if they have a weakness in passing).	Encourages both specialization and proficiency in all skills. Less switching creates a need for players to develop a variety of skills for unique situations.
Learn to rely on many teammates to contribute to the rally.	Contact the ball every rally and have greater influence on the play.	Learn to rely on many teammates to contribute to the rally.
Fast game, develops speed	Slower game Develops speed and endurance	Fastest game Improves reaction time and emergency plays to keep the ball alive
Develops explosive power	Develops core strength, stability, and endurance: Learn to conserve energy.	Develops explosive power, shoulder and hip strength and flexibility
Group blocking development	One-on-one blocking development	Develops using the block as a funnel. Group and individual blocking development.
Develops the ability to dig hard-driven balls	Develops the ability to dig overhead balls and read and react to roll shots	Develops the ability to dig hard-driven balls and balls off the block
	See the top 20 benefits of beach for indoor players HERE .	

Rules Integration

The table below demonstrates how the rules of the game for each discipline are integrated within the early LTD stages. The principles for progressively introducing skills and greater complexity are the same for each discipline, only the net height, court dimensions, and ball are different.

6-8 VOLLEYBALL	2 v 2	BADMINTON half-court	NET HEIGHT reach of shortest player (wrist) BALL: Mikasa VS123W-SL	SERVE From anywhere From any side	PASS CATCH & TOSS permitted	SET, CATCH, TOSS TO SELF & SET permitted	SPIKE CATCH & TOSS permitted	One bounce allowed
8-12 VOLLEYBALL	3 v 3	INDOOR: badminton full- court BEACH: 6m x 12m SITTING: 4m x 8m	NET HEIGHT reach of shortest player (wrist) SITTING same as above while seated BALL Mikasa VUL500	SERVE From anywhere From any side	PASS CATCH & TOSS permitted	SET CATCH, TOSS TO SELF & SET permitted	SPIKE CATCH & ONE HAND STRIKE permitted	INDOOR & SITTING: one bounce allowed BEACH: no bounce
12-14 / INDOOR & SITTING	4 v 4	BADMINTON or VOLLEYBALL 7m x 14m SITTING: 5m x 9m	INDOOR NET HEIGHT: 2m SITTING NET HEIGHT: .85m	SERVE in rotational order	PASS CATCH & TOSS permitted	SET CATCH, TOSS TO SELF & SET permitted	SPIKE	No bounce allowed
	6 v 6	VOLLEYBALL 9m x 18m SITTING: 6m x 10m	INDOOR NET HEIGHT: 2.15m (girls) 2.20m (boys) SITTING NET HEIGHT 1.15m (boys) 1.0m (girls)					
12-14 / BEACH	2 v 2	6m x 12m or 7m x 14m	NET HEIGHT 2m					
	2 v 2	8m x 16m	NET HEIGHT 2.15m (girls) 2.20m (boys)					

*Tripleball may be used within these game formats to encourage additional contacts, development and fun.

Sitting & Indoor Integration

Sitting Volleyball is a para-sport and is volleyball's most inclusive discipline. At the non-international level, sitting volleyball can be played by anyone. One of the great features of sitting volleyball is that it provides the opportunity to easily integrate able-bodied athletes and athletes with a physical impairment on a more level playing field. Without the need for specialized equipment such as wheelchairs or sleds, it is very easy for anyone to sit down and play!

Sitting Volleyball is integrated with Indoor Volleyball from the earliest introductions of the sport. Specifically, for the Fundamentals and Learn to Train stages, Volleyball Canada's Community Coach online course describes in detail how Sitting Volleyball can be used to develop physical literacy in the Elementary School environments.

For international competition, Sitting Volleyball is open to athletes who meet the minimum physical impairment requirements. An athlete's physical impairment must be permanent and can be either progressive or non-progressive. Athletes with progressive physical impairment (i.e., muscular dystrophy, multiple sclerosis, etc.) are given a temporary classification and must be classified at each competition.

While many sitting volleyball athletes at the international level are amputees, the sport can be played by athletes with other types of physical impairment as well.



PHOTO: CPC

We Need You

The Sitting discipline relies on Indoor programs to provide exposure to the game and the needed participants to play, given the number of players with a physical disability is limited within a region. It is for this reason Volleyball Canada is encouraging all clubs to integrate one Sitting Volleyball practice session each year into the season and to contact the Sitting National Team in order to connect local Sitting athletes with able bodied players interested in contributing to their development.

What is classification?

Classification is a process where athletes with physical impairments are classified into various groups in accordance with their physical and functional ability. This may be based purely on an evaluation of their impairment or an evaluation of the impact of their functional abilities on their participation in a particular sport.

Classification is a formal process. There are specific processes and regulations which vary between sports. Classifiers must be accredited for national and international classification by the relevant International Sports Federation.

Volleyball classification is based on the “Amputee and Les Autres” system used by ISOD (International Sports Organisation for the Disabled). In general classification is conducted utilizing one or more of the following measures:

- Level of amputation
- Muscle strength
- Joint range of motion
- Difference in limb length



PHOTO: CPC

Classification System

Sitting Volleyball has two sport classes, VS1 and VS2. VS1 athletes have impairments that more significantly affect the core functions in sitting volleyball. VS2 athletes have impairments that minimally affect the core functions in sitting volleyball. More information on the classification process and information about the eligible VS1 and VS2 impairments can be found [HERE](#).

For International Sitting Volleyball Competitions

Athletes must be classified prior to any participation in international competition. Athletes will then be assigned a classification of either VS1 or VS2. For international competition, teams can only have two VS2s on the roster and only one VS2 on the court at any given time. A team is not required to have any VS2s and can have a full roster of VS1 athletes.

For Domestic Sitting Volleyball Competitions

Any athlete with a disability or able-bodied athletes may be eligible to compete and each individual competition reserves the right to determine its own eligibility criteria. Most recreational competitions in Canada and the USA encourage teams to have both able-bodied athletes and athletes with a physical impairment on their rosters to ensure that the sport is accessible for all participants.

Can people with a physical impairment play within mainstream indoor and beach programs?

Absolutely. Volleyball leaders have a responsibility to ensure people with a physical impairment have the same opportunities to participate in school, club, college/university, and other programs as able-bodied people.



PHOTO: Greystokes

Is International Sitting Volleyball for athletes who have never played the game?

Yes. It is remarkable how quickly athletes at any age can progress from never having played Volleyball to completing at the Paralympic Games. Athletes with both acquired and congenital impairments should never exclude themselves from this great opportunity simply due to lack of experience.

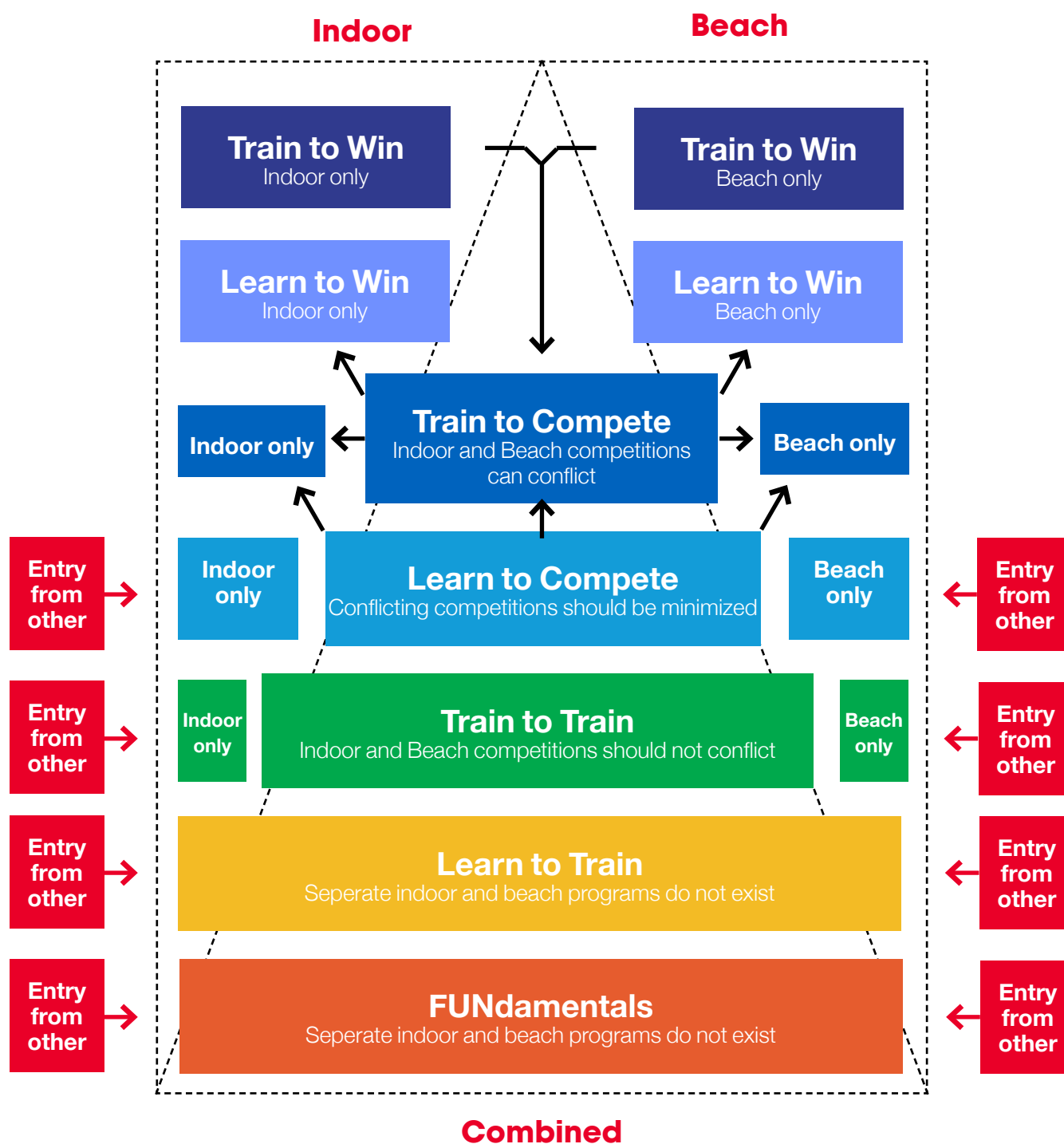
For more information on Women's Sitting Volleyball click [HERE](#).

For more information on Men's Sitting Volleyball click [HERE](#).

Indoor & Beach Integration

Beach and Indoor bring tremendous benefits that the other discipline (see table on page 55). However, as the beach game grows and more indoor beach facilities become available, the possibilities for over specialization and season/scheduling conflicts increases. To ensure athletes are given the opportunity to explore both disciplines the following guideline is provided for all groups offering competitions.

Indoor and Beach Integration Pathway



Transition Windows from Indoor to Beach

While the number of beach-only programs/players continues to grow each year, the reality of our sport is that most participants transition from indoor to beach. Therefore, volleyball leaders should be familiar with the critical transition points between disciplines to support player exposure and development.

Exposure Points:

- A** Elementary School Volleyball via a trained NCCP Community Volleyball Coach
- B** Middle and High School Volleyball via a trained NCCP Development Coach
- C** Club Volleyball. Clubs who do not offer beach programs will benefit their players by running sessions to expose the game and tactical concepts of the beach discipline.
- D** 14/15U Indoor Provincial Program camps may include beach sessions.

Transition Points:

- A** 17/18U Beach Provincial Team programs
- B** Provincial Beach Tours
- C** 20U Canada Games Beach programs
- D** University/College Summer National Team program / Women's program, click [HERE](#) / Men's program, click [HERE](#).
- E** NCAA Beach women's programs
- F** U19 & U21 Beach World Championships
- G** Post-University/College
- H** Major Mutli-Sport Games – Junior and Senior (Olympics, Pan Ams, Commonwealth Games, FISU)
- I** Post Indoor professional career – (Sarah Pavan [right] transitioned from Indoor after a successful indoor career.)

Finally, one barrier that prevents athletes from being exposed to the beach game is the tentative coach. Many coaches feel they are not qualified to coach the beach game and therefore don't encourage players to pursue the discipline.

To alleviate this concern, Volleyball Canada has developed a few Professional Development Online sessions:

Session 1: Beach vs Indoor, What you need to know

Session 2: Beach Clubs - Finding the perfect balance of fun and athlete development.

Session 3: Beach Advanced Tactics

REGISTER



Many Pathways to Achieve...

There are many pathways for participants to take to achieve their potential; their path is rarely straight.

Participant A might stay in one of their first sports from entry right through to World Championships.

Participant B starts in a different sport or begins their journey later, then during adolescence finds the sport they pursue through to the Paralympics or Olympics.

Participant C starts with A having early success in one sport, then focuses on another sport before returning to focus on their first love.

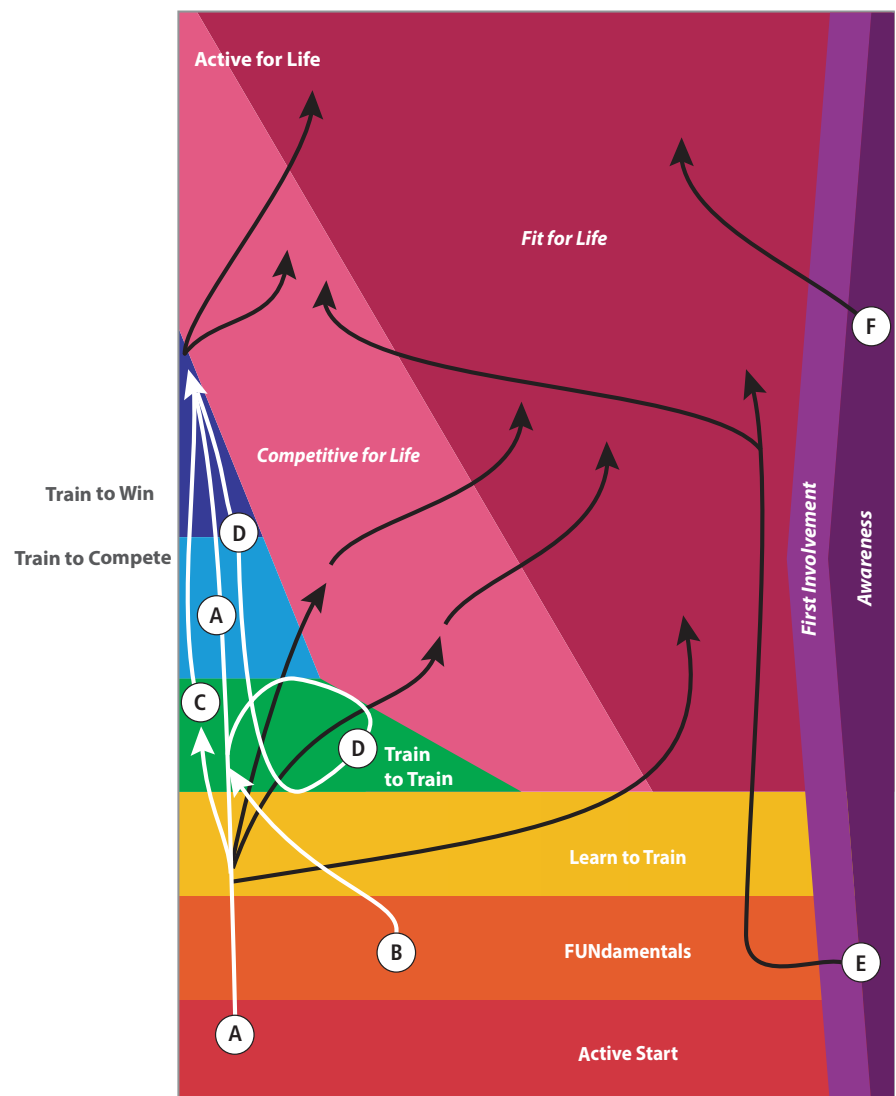
Participant D achieves a high level of success in one sport but then transfers to another sport, which results in having to go back through stages of development before succeeding in their new sport.

Participant E becomes involved in many sports, never pursuing or advancing into the Train to Train stage, but has quality experiences and is active for life.

Participant F becomes aware of opportunities later in life, then through a positive first involvement becomes active for life. These are many pathways in sport and physical activity. It is important to recognize that everyone's journey is unique and should always be in quality environments to allow for individuals to achieve their potential and be able to be active for life.

Four Things are Important:

- 1 Participants are supported along their journey to find appropriate sport and physical activity in which they have the opportunity to achieve their potential.
- 2 There are multiple pathways for participants to achieve success including changing focus then returning later to a sport.
- 3 Sports ensure that Long Term Development pathways align from the early stages through to the Podium Pathway.
- 4 Regardless of the pathway, or at what stage they leave the competitive stream, all participants end up in Active for Life, either:
 - by being Competitive for Life, or
 - by taking part, to be Fit for Life, and
 - have a good experience so they want to “give back” as Sport and Physical Activity Leaders.

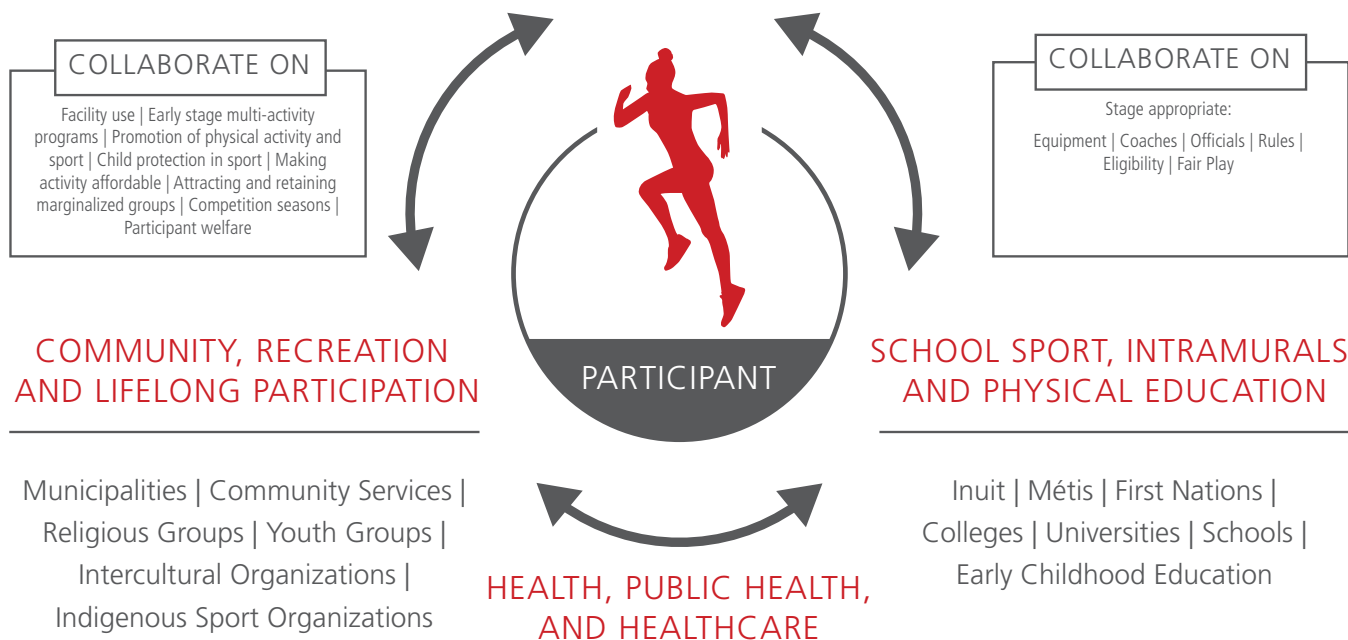


A Multi-Sectoral Approach

How can volleyball collaborate with Community, Recreation Groups, School Sport, Intramurals, Physical Education, PTA's, Clubs, VC, Multi-sport Organizations, Olympic/Paralympic Organizations?

PSOs | Clubs | NSOs | Multi-sport Organizations
Olympic/Paralympic Organizations

ORGANIZED SPORT AND PODIUM PERFORMANCE



The Way Forward

The Change We Need

LEAD...	FROM...	TOWARDS...
System (refer to govts, NOCs, MSOs, etc.)	Exclusionary development models (pyramids)	Inclusive development framework (rectangle)
System	Goals for sport	Goals for society
System	Separate systems	System alignment
System	Physical activity	Physical literacy
System	Working alone	Working together
Volleyball Canada & Provincial / Territorial Associations (refers to NSOs, PTSOs & LSOs)	Chasing wins	Meaningful competition
Volleyball Canada & Provincial / Territorial Associations	Exclusion / cutting	Inclusion / transfer / tiering
Volleyball Canada & Provincial / Territorial Associations	AGE-BASED coaching, training and competition	STAGE-BASED coaching, training and competition
Volleyball Canada & Provincial / Territorial Associations	NATIONAL TEAM single-sport periodization	STAGE-BASED periodization

A Catalyst for Cultural Change

WHO	RESPONSIBILITY	TO PROMOTE	LEADING TO	RESULTING IN	OUTCOMES	LONG TERM DEVELOPMENT IMPACT: More physically literate population, more excellent athletes, and more people active for life
Governments (F-P/T)	Long Term Development pathway and physical literacy policies	Sport for Life Framework at F-P/T levels	Sector and system alignment	Sport for development and physical literacy strategies	Sport for Life contributing to community health and wellness	
Volleyball Canada and Provincial / Territorial Associations	Long Term Development frameworks (for all participants)	Good: leadership governance policy staffing	Quality programming	Developmentally appropriate activity and competition	Greater retention of athletes and participants	
Leaders and coaches	Long Term Leadership and Coaching Development framework and education strategy	Stage-based coach/leader training curriculum	Stage-based periodization and training	Developmentally appropriate training and physical activity	Planned meaningful competition	

Solutions for Shortcomings

SHORTCOMINGS	POSSIBLE SOLUTIONS
Not all volleyball facilities and programs are accessible or welcoming to low-income and non-traditional participants.	Contact building manager to ensure the facility meets accessibility standards. Work with city to invest in facilities where none exist. Ensure each club has a low-income payment option or grant program. Club Approval Program requires adoption of <u>Diversity, Equity and Inclusion</u> policy (which includes <u>transgender policy</u>). Offer education seminars to support clubs in creating a welcoming environment (translation may be important for newcomers). Provide coach and club education on Indigenous Participants and Pathways. Target non-traditional participant community groups in promotional materials.
Differences in developmental age are ignored when volleyball is organized using chronological age groups.	See Stage Appropriate Games document provides guidelines on how to apply the “2-out-of-3 guideline”. This policy helps coaches determine if their team is ready for the next stage-appropriate game. See OVA Early Contact Initiative document as a PTA example of how to apply the concept of stage appropriate games. See 16-month window policy for older age categories.
Athlete preparation is often geared to the short-term outcome—winning—and not to the development process. The competition system can interfere with athlete development.	LTD education (PD and NCCP) for coaches and parents + PTA Competition Calendar allows for teams to choose non-seeding tournaments. Change name of Nationals for events that are not true national championships (14U, 15U) - “Regional Volleyball Festival” is an option. Deliver 14U events that offer a wider range of developmentally appropriate games (4v4, 6v6 Tripleball)
Adult training and competition programs are imposed on developing athletes and sex difference in training and competition needs are poorly understood.	See Stage Appropriate Games document and Early Contact Initiative document on how to remove adult training and competition programs on kids. Further research is needed on what the training and competition needs are for males and females.
Developmental training needs of athletes with a disability are not well understood.	Further research is needed on the training needs of Sitting Volleyball athletes (through a range of ages/stages). Additional Coach education (NCCP, and Non-NCCP) is needed to support new and transitioning coaches.
Fundamental movement skills and foundation sport skills are not always taught properly.	Develop Community Coach Workshop and accountability to that training (policing mechanism) for clubs and schools. Generating full time positions for coaches within this Fundamentals and Learn to Train context.
Coaches working with developmental athletes may be volunteers, sometimes without adequate training or certification.	Improve the efficiency of training coaches within the NCCP. Establish a working group to consider how to generate more full time positions for coaches within the Train to Train and Learn to Compete contexts, without driving up the cost of volleyball and becoming inaccessible.
Parents and caregivers may not have access to Long Term Development information in order to best support their children.	Develop flyers and social media campaigns—a communication strategy
Multisport program options are not readily available.	Develop a multi-sport program manual and coach training program.
Dropout rates are a concern for many areas across the country—particularly for girls.	Encourage clubs to adopt a no-cut policy. Encourage clubs to collect surveys of why kids are leaving and support revisions.
The integration of talent identification systems requires further improvement, and early success, often of early developing athletes, can be mistaken for long term potential.	Provincial Team and National Team tracking and improvement systems/ technologies (Kinduct, PUSH, GMTM, PerfBook) lead by HP and Pathways Departments
Limited communication or relationships between PE programs in the schools, recreational community volleyball programs, and club volleyball programs.	Encourage clubs to go into schools and offer coaches, mentorship, resources, equipment in exchange for gym time and recruitment opportunities. PTA's solicit Smashball and other vball programs to Rec Centres and provide them with coaches
Early over-specialization may be encouraged, and commercial interests may overshadow optimum development, in an attempt to attract and retain participants.	PTAs encourage Clubs to become non-profits. PTAs and VC reduce the emphasis on ‘championships’ and offer more festival type competitions with a range of skill levels and modified games. PTAs and VC encourage clubs to adopt a multi-sport program for the Learn to Train stage. PTAs and VC educate clubs and parents that players should never be required to drop one sport team for another.

CONTINUED...

SHORTCOMINGS	POSSIBLE SOLUTIONS
Currently, safe sport policies, procedures, and practices are applied inconsistently across the country.	Adoption of Approved Club status by VC and PTAs
Positive values, that develop character, are not sufficiently integrated into the volleyball experience.	Development of a webinar series for the “Person” Pillar of the Athlete Development Matrix. NCCP education integration.
Lack of consistent podium performances for National Teams	Continued operations of the NEP. Improved linkages with PT’s, improved tracking of players at all levels. Improved Coach education and enhancement programs across all levels.
Athletes may be exposed to unsafe conditions with potential damaging consequences to their overall well-being. Individual sport leaders may not be held to account for unethical, irresponsible, or illegal actions.	Safe Sport Policies and Practices including the use of VC’s Independent Third Party are being applying within the Club Approval Program.

Measuring LTD Implementation

OUTCOME GOALS

	METRIC
Safety	Number of incidents Survey of perception of safety/belonging
Participation	Growth in each stage and discipline and gender
Retention	Improved retention in each stage, discipline and gender
Excellence	Medals in each NT program

PROCESS GOALS—ALL STAGES

	METRIC
Each VC and PTA associated club or program has completed the Safe Sport requirements.	Percentage (cannot participate without it)
Coaches are trained/certified in the context that they coach (or are on track)	Percentage
Coaches have qualified mentors	Percentage
Coaches receive quality PD	# of PD courses offered and # number of participants
Canadians from underrepresented demographics are made aware of volleyball opportunities	Awareness Plan is updated and implemented
And their first involvement is a positive (safe, welcoming, and inclusive) experience.	Survey
Athletes, Parents and Coaches are exposed to LTD and transition plans between stages, levels, and roles	Resources Available
Club competition calendar applies appropriate training to competition ratios	Survey
Club competition format applies meaningful competition formats and monitors blowout scores	Survey
Club competition tests the stage-appropriate skills they are developing.	Survey
Clubs adopt a no-cut policy	Number
PTAs encourage clubs to adopt non-profit status	Number
Coaches are trained in applying the Person Pillar of the Matrix.	Number of coaches taking PD events
Club coaches communicate with school program coaches and allow athletes the option to play in either program	Survey

FUNDAMENTALS & LEARN TO TRAIN

	METRIC
Kids in Elementary School are first exposed to volleyball by a Trained NCCP “Community Coach”	Number
Elementary Schools have the appropriate facilities and equipment (light balls, net system)	Number
Elementary Schools are playing Smashball or 4v4 Tripleball game in any competitive or lunchtime environment.	Number
School coaches use the “two-out-of-three guideline” to determine when to progress to the next Smashball level or game.	Number
Clubs are offering 9-12U Programs run by a Trained Community Coach	Number
Clubs have the appropriate equipment (lite balls, net system)	Percentage facilities / Percentage equipment
Clubs competitions are applying the Recreational Youth Rules of the Game as outlined in the rulebook.	Percentage
Club coaches use the “two-out-of-three guideline” to determine when to progress to the next level or game.	Survey
Smashball or 4v4 Tripleball Events (“Regionals”) are being offered in each Province and Territory	Total number and Percentage
Elementary Schools and Community Programs have access to Mentor Coaches.	Number accessing a mentorship program, %
PTA’s and Community groups offer multi-sport programs using Smashball	Number of programs, percentage
Increased visibility of Smashball in media	Number of items/stories
Participants are not specializing in one sport at this stage	Survey
Clubs create connection with Elementary School by offering coaches, equipment and resources	Survey

TRAIN TO TRAIN

	METRIC
Schools are playing Tripleball if 2/3 of rallies do not result in a 3rd contact (grade 7-8).	Number of schools/districts, percentage
Clubs are playing Tripleball if 2/3 of the rallies do not result in a 3rd contact (13-14U)	Number of clubs, percentage
Schools are using some form of Fair Play rule for 14-13U	Number of schools, percentage
Clubs are using some form of Fair Play rule for 14-13U	Number of clubs, percentage
Are starting to specialize at the end of this stage or later	Survey
Athletes are following a periodized plan	Resources are available (NCCP and Non)
Club coaches communicate with school program coaches and allow athletes the option to play in either program.	Survey

LEARN TO COMPETE

	METRIC
Athletes entering Youth National Team programs have improved scores in the GMS.	Technical/Tactical / Physical stats vs Top 6 intl. teams
Athletes follow a periodized plan	Survey
HP athletes are specialized at this stage and there is an integrated recruitment process between indoor and beach	Survey
REP and NEP programs are running each year with the top identified athletes.	PTA survey
There is an integrated athlete identification and monitoring system in place between PTAs and VC	

TRAIN TO COMPETE

	METRIC
There is an athlete monitoring system in place with USports, CCAA and NCAA (and Pro teams for L/T2W)	Technical/Tactical / Physical stats vs history
HP athletes have a transition plan.	Resources are available

ACTIVE FOR LIFE

	METRIC
PTAs offer Parent / Child programs - Smashball - Pickleball - Badminton - Soccer - Bball - etc.	Number
PTAs offer Adult Indoor, Beach and Grass leagues (and for aging adults)	Number

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