

Instructor/Facilitator Guide

Reducing Injuries Through Coaching Development

This two-hour instructional unit, is designed to address a significant performance gap among high school volleyball coaches, particularly those who are newly recruited or serving as volunteers. These coaches often bring passion and playing experience but lack formal training in key areas such as injury prevention, technical skill progression, and structured practice planning. The course aims to elevate their foundational coaching abilities and ensure safer, more effective athlete development. Delivered through a hybrid model that combines classroom instruction with hands-on on-court activities, the course immerses participants in a learning experience that is both theoretical and practical. Learners will engage in lectures, facilitated discussions, video analysis, interactive group activities, and performance-based assessments.

Classroom Environment

The classroom set up should support multimedia presentations and group collaboration. A projector, large monitor, speakers, and a reliable internet connection are essential for delivering instructional content, including video analysis. Tables and chairs should be arranged in clusters to facilitate teamwork and discussion, with all printed materials including worksheets, sequencing cards, cue cards, checklists, and assessment rubrics prepared in advance.

The on-court environment must be divided into clear practice stations using cones, floor tape, or markers. Equipment such as volleyballs, resistance bands, plyometric boxes, mats, and mobility training tools should be distributed at the appropriate stations. Facilitators should also have access to stopwatches, clipboards, whiteboard markers, and a portable sound system if necessary.

Instructors/Facilitators

Instructors are expected to reinforce five central themes throughout the course:

- (1)** Describe the seven components of proper jump-landing mechanics.
- (2)** Differentiate between safe and unsafe drill progressions based on intensity, sequencing, and athlete fatigue.
- (3)** Explain the seven main purposes of incorporating recovery intervals into volleyball skill drills.
- (4)** Identify the exercises associated with mobility-based warm-up and cool-down activities.
- (5)** Implement volleyball-specific drills into practice environment using proper sequencing and recovery intervals

Concrete Experience (CE) Slide 5

This learning unit begins with a YouTube video titled "Watch and Reflect: ACL Jump-Landing Video," where learners watch a tutorial demonstrating poor jump-landing form and its consequences. This segment is meant to place learners in the affective domain, creating emotional engagement and prompting them to reflect on the real-world impact of preventable injuries. This sets the stage for critical thinking and prepares participants to recognize the gravity of safe coaching practices.

Facilitation Guidance:

- Play the video and prompt learners to silently reflect on what they observed.
- Encourage learners to take brief notes on observed injury risks.
- Refrain from direct instruction—this phase should elicit an emotional and intuitive response.

Learning Objective Addressed:

- Describe the seven components of proper jump-landing mechanics.

Publish and Process (PP) Slide 6

The Publish & Process phase, titled "**Unpacking the Impact on Injury and Coaching**," invites learners to engage in small-group discussions guided by facilitator questions that unpack the video's content. This reflective exercise helps participants analyze the root causes of observed injuries and explore the broader implications of poor coaching technique and inadequate planning. Learners begin identifying their own knowledge gaps and connect emotionally with the subject matter, laying the groundwork for more technical instruction.

Description:

Facilitator leads an open group discussion using probing questions to unpack observations from the video. Focus on surfacing past experiences, injury concerns, and intuitive coaching behaviors.

Sample Prompts:

- "What stood out to you in that video?"
- "Have you ever witnessed or experienced a similar injury?"
- "How confident are you in teaching safe landing techniques?"

Deliverables:

Shared insights, emotional connections, and surfacing of assumptions.

Learning Objective Reinforced:

- Sets up context for LOs 1 and 2.

Generalize New Information (GNI) Slide 7

The (GNI) phase titled “**Foundation of Injury-Prevention Coaching**” is the core of the instructional unit and consists of four sequential learning events. The first event, “**Building Safer Practices: Instructional Foundations**,” sets the stage by introducing the unit’s structure, goals, and primary learning objectives. This lecture-based segment grounds participants in the theoretical underpinnings of effective coaching, emphasizing how well-structured practices can reduce injury risk.

Description:

The facilitator provides a high-level overview of the entire instructional unit, highlighting how each phase and activity aligns with real-world coaching challenges. Instructional content includes the role of cognitive load, appropriate physical progression, athlete readiness, and the coach’s responsibility in preventing overtraining and unsafe conditions. Learners will be introduced to Bloom’s Taxonomy and how it underpins the unit’s skill-building sequence.

Sample prompts:

To spark engagement and activate prior knowledge, the facilitator should use prompts such as:

- “What makes a drill ‘safe’ or ‘unsafe’ in your experience?”
 - “Can you describe a time when you saw a player get injured during practice? What led up to that moment?”
 - “How do you currently decide when to move from one drill to the next?”
- These reflective prompts not only personalize the content but also prepare learners to map their experiences onto the new instructional framework.

Deliverables:

For this section include individual notetaking worksheets that allow coaches to record key takeaways on injury prevention principles and safe practice design. Coaches may also complete a quick reflective journaling activity where they write down two coaching habits they wish to improve upon during this training.

Learning Objectives Reinforced:

This GNI event addresses **Learning Objective 2: Differentiate between safe and unsafe drill progressions based on intensity, sequencing, and athlete fatigue**, by laying the groundwork for why understanding progression matters. It also partially supports **Learning Objective 5: Implement volleyball-specific drills into practice environment using proper sequencing and recovery intervals**, as it introduces the conceptual tools needed for proper application in later phases of the course.

This session should be interactive and paced deliberately to allow for clarification of new terms, concepts, and expectations, as the insights gathered here will be referenced repeatedly throughout the unit.

(GNI) Slide 8

The (GNI) phase titled “**Safety Drill Progressions**” serves as the instructional core of the unit and consists of four sequential learning events. The first event, “**Building Safer Practices: Instructional Foundations**,” sets the tone for the unit by introducing participants to its structure, key goals, and the primary learning objectives. This lecture-based segment establishes the theoretical framework that supports safe and effective practice design, drawing clear connections between instructional structure, athlete readiness, and injury mitigation strategies.

Description:

The facilitator leads with a comprehensive overview of the learning unit, explaining how each instructional phase builds on the previous one to form a scaffolded approach to injury-prevention coaching. Participants are introduced to foundational topics such as progressive overload, the role of structured warm-ups and cool-downs, and how improper sequencing increases risk. The segment also introduces key instructional design principles, including the relevance of Bloom’s Taxonomy in shaping learning experiences that align with both cognitive and physical performance outcomes. Learners will begin to understand how cognitive processing, physical fatigue, and instructional clarity directly influence the safety and efficacy of their practices.

Sample Prompts:

To activate background knowledge and build engagement, the facilitator may use prompts such as:

- “What do you believe are the top contributors to preventable injuries during practice?”
- “When designing your practices, how often do you consider the athlete’s fatigue levels?”
- “What does a well-structured progression look like in your sport, and how do you know when to advance or scale back?”

These questions are intended to prompt learners to reflect on their own coaching assumptions and open the door for critical exploration of how instructional design can reduce injury risk.

Deliverables:

Participants will be provided with a guided note-taking worksheet to document key principles of injury prevention, practice structure, and skill progression. Additionally, they will complete a brief personal reflection in which they identify one unsafe coaching habit and one safe coaching strategy they currently use or wish to adopt. These artifacts will be revisited in later phases to demonstrate conceptual growth and alignment with course practices.

Learning Objectives Reinforced:

This session addresses Learning Objective 2: **Differentiate between safe and unsafe drill progressions based on intensity, sequencing, and athlete fatigue**, by introducing the conceptual reasoning that makes drill sequencing critical for injury prevention. It also supports

Learning Objective 5: Implement volleyball-specific drills into the practice environment using proper sequencing and recovery intervals, by offering learners the theoretical language and safety lens they will need for later application in on-court activities.

This event is deliberately paced to allow learners to process foundational terms and concepts while connecting them to real coaching challenges. Because this session establishes the “why” behind safe practice design, the insights developed here will serve as critical anchors for the deeper application and performance tasks that follow.

(GNI) Slide 9

The (GNI) phase event titled “**Recovery in Safer Training**” focuses on deepening coaches’ understanding of how strategic rest supports skill development and injury prevention. As the third event in the Generalize New Information sequence, this segment builds on the foundational coaching framework by introducing participants to the **seven primary purposes of incorporating recovery intervals** into volleyball skill drills. Through scenario-based instruction and collaborative reflection, participants explore the role of recovery in sustaining athlete performance and maximizing learning outcomes.

Description:

The facilitator begins by contextualizing recovery within the practice environment, explaining how fatigue, if unmanaged, compromises movement quality, decision-making, and long-term athlete resilience. Participants are introduced to the concept that recovery is not just “downtime,” but a deliberate instructional tool that must be planned for, adapted, and aligned with specific goals. Instruction includes a breakdown of the seven key purposes of recovery intervals: injury prevention, cognitive reset, technical reinforcement, mental regrouping, physiological restoration, transition management, and load distribution. The facilitator uses real-world coaching scenarios to illustrate how each purpose plays out during typical practice sessions.

Sample Prompts:

To foster reflection and set up peer learning, the facilitator might use questions such as:

- “When during your practices do athletes seem to lose focus or get sloppy with technique?”
- “How do you currently structure rest during drills, and what outcomes have you noticed?”
- “Can you recall a time when adding—or skipping—recovery time impacted athlete performance?”

These prompts guide learners to connect personal coaching experiences with the instructional value of recovery intervals, fostering deeper conceptual ownership.

Deliverables:

Learners participate in a **Think-Pair-Share** activity where they individually reflect on their current use (or lack) of recovery strategies, then discuss insights with a partner, and finally share key takeaways with the full group. Following this, they engage in a **group matching activity** where they pair different recovery strategies (e.g., passive break, rotation drill, coach feedback

huddles, active recovery movement) with their corresponding purpose. These outputs provide facilitators with visible indicators of understanding and opportunities for formative feedback. Participants may also complete a “Recovery Planner” template to begin outlining how they might integrate recovery into their future practice sessions.

Learning Objectives Reinforced:

This session directly supports **Learning Objective 3: Explain the seven main purposes of incorporating recovery intervals into volleyball skill drills**, by helping learners both identify and apply the underlying rationale for planned recovery. It also partially supports **Learning Objective 5: Implement volleyball-specific drills into practice environment using proper sequencing and recovery intervals**, as learners begin thinking about how to embed recovery moments into broader practice structures.

By combining reflection, peer dialogue, and active learning, this event elevates recovery from a passive occurrence to a strategic coaching behavior. It reinforces the idea that effective coaching is not just about drill intensity but also about managing pacing, attention, and physical load to enhance performance while safeguarding athlete health.

(GNI) Slide 10

The final (GNI) event, titled “**Movement Prep and Recovery**,” transitions the instructional focus from planning and sequencing to the physical routines that open and close every effective volleyball practice. This event emphasizes the essential role that mobility-based warm-up and cool-down activities play in injury prevention, neuromuscular activation, and recovery. By providing both conceptual understanding and practical exposure, this session prepares coaches to implement scientifically grounded movement preparation and restoration techniques.

Description:

The facilitator introduces the session with a short overview explaining the physiological purpose behind mobility-focused warm-ups (e.g., increased blood flow, joint lubrication, neural readiness) and cool-downs (e.g., parasympathetic activation, waste clearance, muscle recovery). Coaches are introduced to key distinctions between warm-up and cool-down phases, including timing, intensity, duration, and muscle activation targets. The instructor then presents a series of **video or live demonstrations** of effective mobility exercises commonly used in volleyball, highlighting body region activation, sequence flow, and coaching cues. The demonstrations are designed to ensure learners not only recognize but understand how and when to apply each movement effectively within a session.

Sample Prompts:

To guide learner observation and encourage critical thinking, the facilitator should ask:

- “Which body regions are being activated in this drill, and why is that important before practice?”
- “What makes this more appropriate for a cool-down versus a warm-up?”
- “Can you identify when you’ve skipped or shortened these phases in your own practice sessions? What were the results?”

These prompts help learners analyze exercise purpose, apply content to their personal coaching routines, and reflect on how small changes can reduce cumulative stress on athletes' bodies.

Deliverables:

Participants begin by completing a **classification worksheet** during the demonstration portion. For each exercise shown, they document: 1) the name of the drill, 2) whether it belongs in a warm-up, cool-down, or both, and 3) the primary muscle groups targeted. Following the demos, learners **rotate through physical mobility stations**, where they perform 1–2 of the drills under peer and facilitator observation using cue cards for guidance. This allows learners to embody the correct techniques while giving and receiving immediate feedback. The session wraps with a **gamified quiz** (e.g., flashcard showdown or movement charades), reinforcing retention through active recall of movement names, purposes, and classifications.

Learning Objectives Reinforced:

This GNI event is designed to directly support **Learning Objective 4: Identify the exercises associated with mobility-based warm-up and cool-down activities**. It also contributes to **Learning Objective 5: Implement volleyball-specific drills into practice environment using proper sequencing and recovery intervals**, by ensuring that coaches can confidently structure both the beginning and end of a training session with evidence-based routines.

By the end of this session, learners should not only be able to distinguish between warm-up and cool-down drills, but also understand their functional benefits and confidently integrate them into team practices. The hands-on nature of the event ensures that knowledge translates into physical competency and informed decision-making on the court.

Develop Slide 11

The Develop phase, titled "**Designing Safer Practice Plans**," allows learners to apply acquired knowledge in a collaborative setting. This phase bridges theoretical understanding with practical implementation, enabling participants to demonstrate their ability to synthesize and apply concepts learned during the GNI phase.

Description: In this hands-on phase, participants are grouped into teams of two to three and challenged to design a comprehensive micro practice segment. Each team must incorporate at least one mobility-based warm-up exercise, one volleyball-specific skill progression drill sequenced for safe execution, a relevant recovery interval strategy, and a cool-down activity aimed at promoting post-practice recovery. To guide the planning process, the facilitator provides a structured template, visual examples, and sample lesson frameworks. During development, the facilitator circulates to offer support, answer questions, and ensure alignment with injury-prevention principles. Additionally, coaches are encouraged to exchange peer feedback within and across teams to improve their instructional plans collaboratively. As a culmination of this event, each team delivers a two-minute briefing outlining the components of their micro practice, emphasizing how each element supports athlete safety and skill development. This exercise not only fosters creativity and collaboration but also serves as a low-stakes rehearsal for the summative assessment in the Apply phase.

Sample Prompts:

- “How does your plan reduce injury risk at each stage of the practice?”
- “Does your recovery strategy correspond appropriately with the demands of your drill?”
- “Can you explain how your sequence promotes skill retention and progression?”

Deliverables: Completed micro practice planning templates, peer feedback notes, and a short team presentation evaluating the intentional design of their session components.

Learning Objectives Reinforced: This event reinforces all previously introduced learning objectives, especially Learning Objective 5: **Implement volleyball-specific drills into practice environment using proper sequencing and recovery intervals.** By asking learners to intentionally apply warm-ups, progressions, recovery strategies, and cooldowns, this activity integrates the theoretical and procedural content of the unit into a cohesive application task that reflects real-world coaching responsibilities.

Apply Slide 12

The unit culminates in the Apply phase titled “**Final Practice Implementation.**” This final phase is designed as the summative learning experience, where coaches transition from theoretical knowledge and simulated practice into fully facilitated real-time application. It serves as the capstone demonstration of learners' understanding, judgment, and ability to integrate injury-prevention strategies into volleyball practice design and delivery. The performance assessment not only measures individual competence but also reinforces professional coaching behaviors in a live environment, helping learners build confidence as they step into future coaching roles.

Description:

During this phase, each learner is assigned to their own practice space on the court to lead a 20-minute micro practice session. Each session must include four essential components: (1) a mobility-based warm-up, (2) a skill-based drill sequence with escalating intensity, (3) an integrated recovery interval strategy, and (4) a structured cool-down activity. The facilitator, along with designated mentor coaches, assigns each learner a time slot and space, ensuring logistical coordination and uninterrupted instruction.

Each learner is observed in real time by an experienced coach mentor who uses a detailed performance rubric aligned with the unit’s five learning objectives. This rubric assesses instructional clarity, drill sequencing, safety awareness, time management, athlete engagement, and the use of recovery intervals. Participants are expected to manage athlete workload, assess readiness, provide coaching cues, and adjust the session dynamically based on situational demands—just as they would in a real coaching environment.

Sample Prompts (Pre-Assessment):

Although mentors remain passive evaluators during the performance, facilitators can engage participants with reflective prompts prior to the session:

- “What do you anticipate being your biggest challenge during your session?”
- “Which part of your practice segment is most crucial to keeping your athletes safe?”
- “How will you adapt your coaching if your players seem fatigued or disengaged?”

These pre-assessment reflections help learners mentally prepare and reinforce the expectation of adaptive decision-making during facilitation.

Deliverables:

Each learner will:

- Facilitate a full 20-minute volleyball micro-practice.
- Be evaluated using a standardized rubric completed by the observing mentor.
- Receive written and verbal feedback from the mentor and optionally from peers.
- Complete a short self-reflection questionnaire analyzing their performance, what went well, and areas for future development.

Observers (both mentors and peer coaches) are provided with structured observation forms to document feedback. These artifacts are then compiled into individual coaching portfolios to support future mentorship or certification.

Learning Objectives Reinforced:

This culminating event is the primary assessment for **Learning Objective 5: Implement volleyball-specific drills into a practice environment using proper sequencing and recovery intervals**. It also serves as a performance-based validation of Learning Objectives 2, 3, and 4. Specifically, learners demonstrate their ability to:

- Differentiate and apply safe drill progressions (**LO2**),
- Appropriately integrate recovery intervals into training (**LO3**),
- Identify and implement effective warm-up and cool-down activities (**LO4**).

By the end of this phase, learners not only show mastery of content but also gain authentic coaching experience that simulates the demands of a real practice session. This Apply phase helps bridge the gap between training and practical execution, reinforcing the ultimate aim of the course: to build safer, more informed, and more effective volleyball coaches.

Assessments

Formative assessments are embedded throughout the GNI and Develop phases. These include drill classification tasks, group sequencing activities, worksheet completion, recovery interval matching games, and peer plan reviews. Each activity is designed to elicit demonstration of

understanding and enable the facilitator to identify and address misunderstandings in real time. The final summative assessment in the Apply phase uses a rubric-based performance evaluation to measure learner competency in aligning practice activities with injury prevention strategies.

Adult Learning Model

Instructors must maintain active facilitation throughout the course, using questioning, modeling, and feedback to guide learners. Encouraging peer interaction, leveraging gamification, and modeling proper coaching technique are all recommended strategies to boost engagement. As learners progress, facilitators should provide scaffolding to those who need it while challenging more confident learners to explore leadership roles within group tasks. Finally, careful timekeeping is essential to ensure the full learning cycle is completed within the two-hour timeframe.