

Floorball Training Guide

10 – Lesson Plans

An instructor guide for teaching this fast-paced, exciting sport in a structured, comprehensive manner using a building block approach



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Introduction to Floorball

Floorball is a fast-paced stick and ball sport that is safe, fun, inclusive, and easy to learn. There is no contact between opposing players. Play centers around ball control, quick passing and lots of running.

Floorball was originally developed in Sweden where the game has been played since the mid 1970s. It is the fastest growing team sport in Europe. The roots of Floorball can be found in many different sports; soccer, hockey, and basketball to name a few, which means that many concepts and strategies from those sports can be seen in Floorball.

Floorball is governed by the International Floorball Federation (IFF). Currently there are 52 member nations with over 270,000 licensed players. It is estimated that there are over one million players worldwide. The World Championships are played every year in even years for Men and U19 Women (players under 19 years old), and in odd years for Women and U19 Men.

The rules of Floorball have one focus- the safety of the players. Contact between players or the player's stick is not allowed. The ball cannot be played above the knees and players may not swing above the waist. Minor infractions lead to a free hit; play stops and the other team takes the ball from the location of the foul. Major infractions cause a shorthanded situation for the offending team. Floorball can be played with minor modifications to these rules. The most important thing to remember is the safety of all the players.

Lesson Plan Overview

This lesson plan is written for PE instructors as a means to introduce the sport of floorball; it provides the tools and background that will enable them to teach the sport in an informal setting to the beginning player. To accomplish this goal, the plan details the essential skills and basic rules that are necessary to teach in such a setting but should not be considered the definitive source for rules. Official rules for floorball are maintained by the IFF.

Court and Equipment

The official version of the game is an indoor team sport. The floor that is used can consist of various materials like wood or plastic matting surfaces. The international standard for the field is 20 meters wide by 40 meters long (65 ft x 131 ft). The field is surrounded by boards or a 'rink'; these boards are 50cm (20") in height. The corners of the rink are rounded. Rink sizes can vary as long as the length is two times the width. The goal size is 115cm high x 160cm wide x 60cm deep (45" x 63" x 23-1/2").

Floorball sticks are made from materials like fiberglass or carbon fiber. They are light weight with a rounded grip and are generally between 80cm-100cm long. These factors make them very maneuverable and easy to control at the same time. For beginners a more flexible (32-36mm) shaft is recommended because it enables easier control of the ball, though a more powerful shot can be created with a stiffer shaft. The blades are typically curved for a left or right handed shot; there is a maximum 3cm hook allowed on them.

The length of the shaft is another important feature when choosing a stick because it has a clear impact on the safety of the game and learning skills. The length of the stick is in relation to height and it can be measured by putting the stick vertically in front of the player. For children it should reach the sternum and with adults just above the bellybutton. Recommended lengths for different heights are listed below.

Player Height (ft-in)	3'6" -4'1"	4'1" -4'6"	4'6" -4'9"	4'9" -5'4"	5'2" -5'7"	5'5" -6'0"	6'0" -6'4"	6'2" and Above
Stick Length (cm)	65	75	80	85 - 89	89 - 92	96	100	104

The ball used in Floorball is very similar to a typical whiffle ball; it is 72mm (2.8") in diameter and weighs 23g (.89 oz). This makes it somewhat heavier and denser than a normal whiffle ball.

Goalie equipment consists of an IFF certified helmet, shin guards, and padded clothing. Goalies do not play with a stick.

Lesson Organization

This lesson plan is divided up into ten units. The first five units should be considered the “core program” on how to teach Floorball. Units six through ten expand on the basic skills taught in the first five units and can be added on as needed. Taken together, all ten units are a comprehensive guide for teaching the sport.

The following is a brief description of each lesson in this unit:

- Unit 1 introduces the sport, teaches students how to grip the stick, and covers basic passing skills.
- Unit 2 gives lessons on ball control and dribbling.
- Unit 3 develops shooting skills.
- Unit 4 introduces the player positions of Floorball and presents basic strategy for each position.
- Unit 5 teaches the rules of Floorball and students play a regulation game.
- Unit 6 offers more instruction and drills on passing and dribbling.
- Unit 7 instructs the students on defensive skills and strategy.
- Unit 8 demonstrates offensive skills and strategy.
- Unit 9 covers offensive and defensive tactics during penalty situations.
- Unit 10 presents the goalie position and covers drills, working with defenders and skill development.

Lesson Modifications

Floorball is easy to modify and adapts well to different fitness levels and playing conditions. The following modifications can be used to increase enjoyment levels for all, to include more students, or to adapt to local playing conditions.

- Change the size of the playing field.
- Shorten the playing time: use shorter shifts or decrease the period length.
- Add or subtract field players based on the size of the court.
- Use smaller goals and play without goalies.
- Assign disabled or immobile students to a defenseman position that primarily covers the goal area.
- When assigning teams, consider students’ skill levels, matching those with lesser abilities to play together and those with higher abilities to play together. This enables success for students with low skill levels and provides challenges for those with more advanced skills.

Safety

Several factors should be observed in unit instruction. Reinforce these factors during drills to assist the student’s retention of the rules.

- Strictly enforce the rules on incorrect hits and stick contact. An incorrect hit is the most called infraction in floorball.
- Do not allow students to raise their sticks above the waist (can be modified to the knee); call high sticking quickly.
- Quickly call any violation of the rules against body contact

Rules

The rules of floorball gather elements from many other sports and combine them to shape a unique and exciting new sport. Although superficially similar to floor hockey, it is important to follow the rules of floorball closely in order to differentiate the two sports.

The object of the game is to hit the ball into the opponent's goal. Goals count as one point. An international regulation game consists of three 20-minute periods with a 10 minute break between each period. At the end of the game the team with the most points wins. Each team has five field players and a goalie. The players are generally described as:

- 1 goalie
- 2 defensemen
- 1 center
- 2 forwards

Game Play

The game begins with a face-off at the middle of the centerline; a face-off also occurs after each correctly scored goal.

Face-off Specifics

- The ball is placed on the center face off dot.
- All players on each team must be on their own side of the mid-line and must be at least 3m from the face off dot.
- The two players taking the face off should have their feet placed perpendicular to the center line. Each player shall have both his feet at the same distance from the center line.
- The blades shall be placed perpendicular to the center line on either side of the ball, but without touching it.
- The sticks shall be held with a normal grip (thumbs pointing downward) and with both hands above the grip mark of the stick.
- When the ball is damaged unintentionally (stepped on) there is a face-off from the nearest face-off dot.

After the face-off the offense and defense battle for control of the ball; each team tries to advance the ball forward and score on the opponent's goal. Play is continuous, players will be moving constantly. Substitutions are continuous as well: they take place in a defined substitution zone and may happen at any time.

Hit-Ins and Free Hits

Hit-ins and free hits are stoppages in play due to various game situations. They both share some of the same characteristics and can be considered almost identical. Hit-ins and free hits are crucial aspects of floorball and should be thoroughly understood.

A hit-in is given to the non-offending team when the ball leaves the rink. The offending team is considered to be the team whose player, or player's equipment, last touched the ball before it left the rink.

A free hit is awarded when a minor infraction of the rules occurs. They allow a team to stop, regroup, change lines, or execute set plays. They often lead to scoring situations when taken close to an opponent's goal.

Common Aspects of Hit-Ins and Free Hits

- Both shall be taken from the location where the foul was committed or where the ball went out of bounds.
- Neither is taken behind the imaginary extensions of the goal lines, instead they are moved to the nearest corner face-off dot.
- Opponents must stay at least 3m from the ball, sticks included.
- The player taking the free hit or hit-in does not have to wait for the opponents to take position.
- The ball shall be played cleanly with the stick, not dragged, flicked, or lifted on the stick.
- The player taking the free hit or hit-in must not touch the ball again before it has touched another player or another player's equipment.
- Both hit-ins and free hits may go directly into the goal.

Events Leading to a Hit-in

- When the ball goes out-of-bounds or over the boards
- When the ball touches the ceiling or another object above the court.
- If the ball touches the ceiling or objects above the rink, the hit-in shall be taken 1.5 m from the board at the same distance from the center line.

Events Leading to a Free Hit

- When a player hits, blocks, lifts or kicks an opponent's stick. (901, 902, 903, 912)
- When a player, in control of the ball or trying to reach it, hits an opponent's foot or leg with his stick. (901)
- When a player raises the blade of his stick above waist level (904)
- When a field player uses any part of his stick or his foot, to play or try to play the ball above knee level. (904, 913)

- When a field player places his stick, foot, or leg between an opponent's legs or feet. (905)
- When a player, in control of the ball, or trying to reach it, forces or pushes an opponent in any way other than shoulder to shoulder. (907)
- When a field player kicks the ball twice, unless in between each kick it has touched the player's stick, another player or another player's equipment. (912)
- When a player receives a foot pass from a player in the same team. (912)
- When a field player jumps up and stops the ball. (916)
- When a hit-in or a free-hit is incorrectly performed or intentionally delayed. (918)
- When a goalkeeper entirely leaves the goal crease during a throw-out. (917)
- When a goalkeeper throws or kicks the ball over the center line. (917)
- When a goalkeeper has the ball under control for more than 3 seconds. (924)
- When a goalkeeper receives a pass from a field player on the same team. (924)

Penalties

Players are punished for major rules violations with a penalty. Penalized players must sit out of the game for the duration of the penalty and are not allowed back on the court until the penalty is over or, in most cases, the other team scores. Many penalties are for more drastic occurrences of an infraction that would otherwise call for a free hit.

In social or other informal play situations where there is not a good mechanism for keeping track of penalty time you can substitute a free hit for technical rule violations and a penalty shot for dangerous or un-sportsman like behavior.

The following result in a penalty:

- When a player, hits, blocks, lifts or kicks an opponent's stick in order to win a considerable advantage, or with no possibility of reaching the ball. (901, 902, 903, 912)
- When a field player plays the ball above waist level with any part of his stick or his foot. (904, 913)
- When a player is guilty of dangerous play with the stick. (904)
- When a player forces or pushes an opponent against the board or the goal cage. (907)
- When a player, trying to reach the ball, tackles or trips an opponent. (909)
- When a player holds an opponent or an opponent's equipment. (910)
- When a player intentionally moves to obstruct an opponent, who is not in control of the ball. (911)
- When a field player actively obstructs the goalkeeper's throw-out. (915)
- When a player violates the 3 m rule at a hit-in or a free-hit. (915)
- When a field player participates in play without a stick.
- When a field player stops or plays the ball when lying or sitting down. (919) This also includes stopping or playing the ball with both knees or one hand on the floor, stick-holding hand excluded.
- When a field player stops or plays the ball with his hand, arm or head. (920, 921)
- When an incorrect substitution takes place. (922)

- When a team plays with too many players on the rink. (922)
- When a field player omits to pick up his broken or dropped stick from the rink and bring it to his substitution zone.

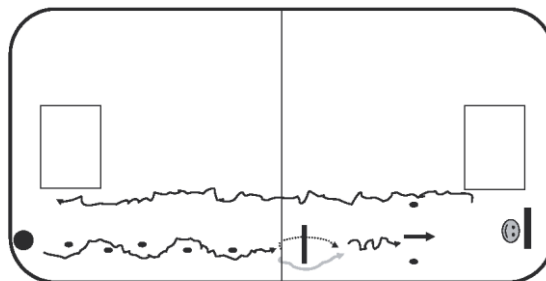


Assessment

Assessment on skills and game play could be formal or informal. Formal testing questions can be drawn from any skill cues listed in the individual lessons; rules, proper grip, skill techniques, player responsibilities, etc. Lesson activities can be used for testing or individual skill tests; at the minimum students should be tested on passing, dribbling, and shooting.

These activities can be used for testing purposes:

- Passing Drill. Count the number of passes completed between partners in one minute (lesson 1, activity 2)
- Timed zigzag accuracy dribble. Take 10 seconds off for every missed or moved cone. Count the best of three tries. (lesson 2, activity 5)
- Timed zigzag speed dribble. Count the best of three tries. (lesson 2, activity 6)
- Target Shoot. Students shoot 5 balls at targets. Each hit counts 1 point. (lesson 3, activity 4)
- Combination test. Time students as they maneuver the following course. Count the best of three tries.



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Lesson 1

Passing the Ball

Purpose

In this lesson students learn how to grip the stick and develop basic passing skills.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- 5 cones per obstacle course

Warm Ups

- Floorball warm up jog
- Side Twists
- see <http://www.mantc.org/warmup/>

Floorball Warm Up Jog: A traditional warm up in floorball that could be led by a student. Students line up and follow the leader around the half court perimeter, occasionally running diagonally from corner to corner. Start with a slow jog once around the half court. Alternate one round of the following exercises with one round of a slow jog. Shorter sessions can be utilized when there are other warm up activities that are relevant to the current lesson.

- Arm Circles- rotate forward
- High Knees
- Arm Circles- rotate backward
- Butt Kicks
- Carioca- left leg
- Carioca- right leg
- Shuffle- left side
- Shuffle- right side

Other Variants:

- Skip sometimes instead of jog.
- Spin around when you change directions in the corners.
- Bend down and touch the floor every 5-10 strides. Or in the corners. Alternate between left and right side.

Skill Cues

Grip

1. Dominant hand on top, lower hand towards middle.
2. Right handed players should hold the stick on the left side of their body, left handed players on their right.

3. Lower grip is soft. The heel of the palm is not in contact with the shaft.
4. The upper grip is firm.

Form and Blade Position

1. Lean forward. Shoulders are in front of the feet.
2. The blade angle is closed. The blade is perpendicular to the floor or tilted slightly forward.
3. The swing begins near the floor. Avoid back swing. The blade must remain below waist (or knee) level at all times

Forehand Passing

1. If teammate is in motion, aim the pass ahead of them on their projected path.
2. Use a pushing motion for short distances. The ball should remain in contact with the blade during the swing.
3. Pass heel-to-toe. The ball begins between the heel and the middle of the blade and comes off near the end.
4. Use wrist action to pass the ball. Release the ball with a flicking motion.
5. Follow through. Allow the shaft to rotate so that the blade points toward the target. Keep blade below knee level.

Receiving the Pass

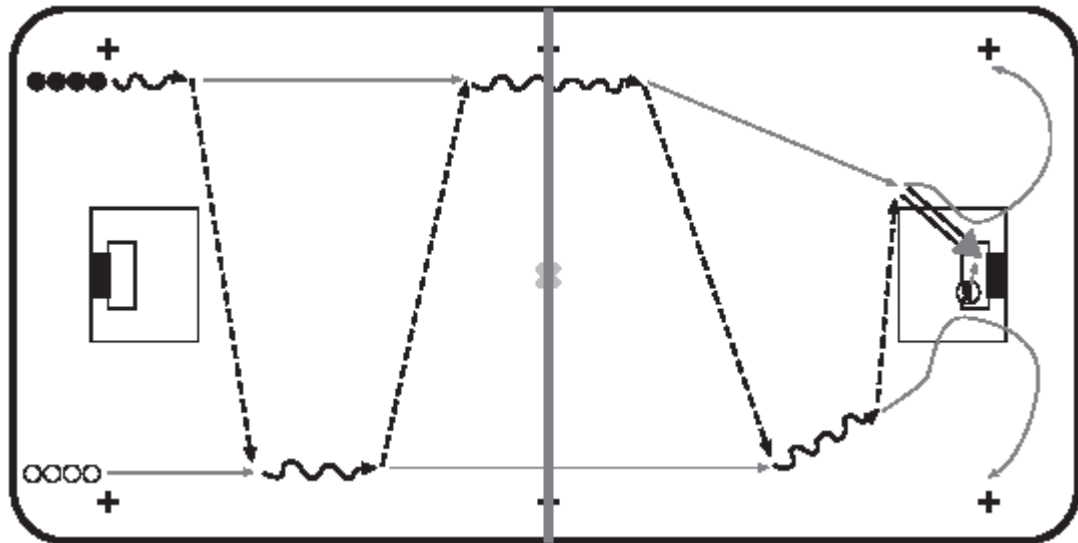
1. Keep lower grip soft. Absorb the velocity of the pass by cupping the ball with the blade.
2. Feet can also be used to stop a pass.
3. If the pass is in the air, the body can be used to stop the ball. Contact with head, arms, or hands will result in a penalty.

Teaching Cues

- Focus on making a pass that is easy to receive.
- Concentrate on gaining control of the ball before returning a pass.
- The ball should roll smoothly; avoid bouncing passes.
- Some players may be more comfortable holding the stick on the “incorrect” side of their body. There is room for personal preference; there is not a single method that is “correct” for all students.

Activities (30-40 minutes)

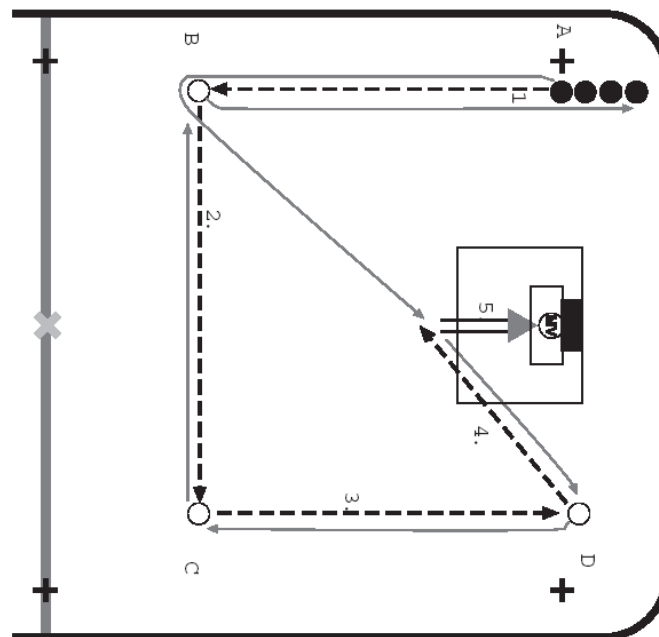
1. Introduce passing emphasizing the skill and teaching cues. Introduce and demonstrate how to grip and handle the stick. (6-8 minutes)
2. **Passing lines.** Have students form two lines, ten feet apart. Students pass back and forth with the student in line across from them. Students should attempt to make a pass to the side on which his partner holds his stick. The emphasis of this drill is twofold: Make it easy to receive pass and have full control of the ball before returning a pass. After a few minutes, have the students step back and attempt longer passes. (6 minutes)
3. **Square pass drill with a defender.** Divide students into groups of five. Students create a square with one student in the center. The outside students attempt to pass the ball to one another while the center tries to intercept. If the center intercepts the pass, the student who made the pass switches places with the center. (8-15 minutes)
4. **Moving Passes.** Students form two lines at one end of the court. They both begin running and pass the ball back and forth four to six times. When they reach the other end one of them takes a shot from a crossing pass. (8-15 minutes)



Optional Activity

1. **Follow Your Pass.** The aim of this drill is to practice smooth passing and moving to an open space without the ball. (8-12 minutes)
 - All players should line up in corner A – this drill can be done at both ends depending on the number of players involved.
 - Three volunteers should be placed at cones B, C, and D as seen below.
 - The first person in line in corner A makes a crisp pass to the player at cone B and moves towards the direction of the pass.

- Player B passes to player C and from there to player D.
- Player D passes the ball to player that started at cone A, who has run around the B cone and toward the front of the goal.
- Player A receives the ball and shoots, then moves to corner D.
- After making a pass each player moves to the next position (D to C, C to B and B to A).
- Start slowly and try increasing the difficulty by allowing only one-touch passes, starting the next round of passes before the shot on goal has been taken, and encouraging a quicker pace.



Closure

Review the lesson with the students. Use the following ideas to reinforce learning, check understanding, and provide feedback.

- Discuss the factors to consider when passing to a teammate (e.g., speed of the teammate, position of the defender, speed of the ball, etc.)
- Discuss offensive strategies that are important in floorball (e.g., finding open space, using short and quick passes and giving teammates playable passes).

Lesson 2

Dribbling

Purpose

In this lesson students develop dribbling skills and learn how to handle the ball for short distances. Mastering this lesson will assist a player in being more effective offensively and defensively.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- 5 cones per obstacle course

Warm Ups

- Floorball warm up jog
- High Knees

Skill Cues

- Grip. Dominant hand on top, lower hand towards middle.
- Alternate contacting the ball with the forehand and backhand.
- Use short, quick, controlled taps.
- Maintain a balanced stance. Knees are flexible.
- Keep blade on ground.
- Try to touch the ball smoothly with soft and flexible hands.
- When running with the ball, the ball touches the blade at all times.

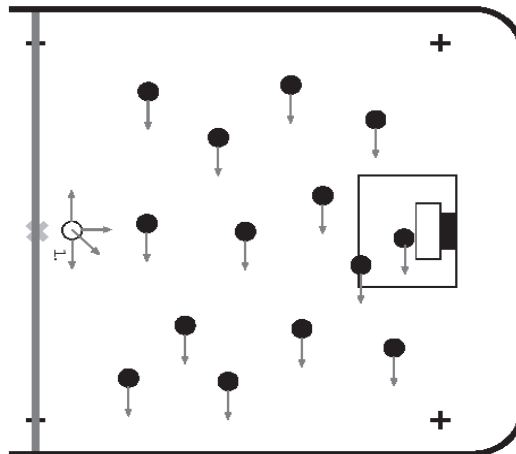
Teaching Cues

- Control is more important than speed.
- Remind students to keep their eyes on the ball.

Activities (30-40 minutes)

1. Introduce dribbling, emphasizing the skill and teaching cues. Demonstrate how to hold the stick and how to move the ball with forehand and backhand motions. (4-6 minutes)

2. **Control drill.** Students practice basic ball control. Start with the ball in front of each student. Begin by hitting the ball back and forth (left to right and back again) in a ping pong type motion. Next the student will place the ball on the stick side of the body. Practice hitting the ball in a forwards and backwards motion. Finish by moving the ball from the side of the body to the front of the body and back again in as smooth a motion as possible. (6-minutes)
3. **Follow the Leader.** In this drill the trainer shows the direction of the movement with a hand and the players start to move to that direction while dribbling the ball at the same time. (6 minutes)
 - a. Students spread out and then face the instructor.
 - b. Students move in the direction the instructor points.
 - c. When hand is up students should move forward.
 - d. When hand points directly at the students they should move backwards.
 - e. When trainer blows the whistle, the students should run three steps and then return back to their original pace.
 - f. When trainer spins hand students perform a 360 degree turn.
 - g. Players must keep their head up and try not to look at the ball while maintaining control; if players do not feel comfortable keeping their head up, tell them to look up as often as they can.



4. **Dribble and Pass.** Divide students into groups of four or five; then position two students (students 1 and 3) on one side of the gym and two students (students 2 and 4) on the opposite side of the gym. Student 1 dribbles the ball across the gym towards the other players. When they get close (5 feet or 1.5 meters) student 1 passes to student 2 and then stays on the same side. Student 2 then dribbles the ball across and passes to student 3; who then takes the ball across passing to student 4, who then dribbles the ball across the gym, and so on. (6 minutes)

5. **Zigzag accuracy dribble.** Create a zigzag obstacle course using cones. Divide students into groups of four or five and have each group line up in front of a course. Each student must dribble the ball through the cones and back again, without touching them. The object of this drill is accuracy.
6. **Zigzag speed dribble.** Using the same groups and courses as in the previous activity. Students dribble through the cones and back again, without touching them, as fast as possible. Have the students try to beat a certain time (i.e. 15 seconds) (6 minutes)
7. **Floorball Dribble Escape.** Designate two or three students to be chasers, the rest are players. The chasers, without balls, move around the players and attempt to move the ball off the blade of the players. When successful, players surrender their balls and become chasers. Continue until all players become chasers. Strictly enforce the rules concerning incorrect hits and high sticks. Players who commit a foul lose their ball. Chasers that do so must sit out for the duration of that particular game. (6 minutes)
8. **Freeze Out.** Give three kids pinnies to wear and have them run around the gym trying to tag the other players as they dribble the ball. A tagged player is frozen. Have teammates crawl through frozen players' legs to have them released and resume running around. Give the three taggers a minute to see how many players they can tag. Repeat the game by passing the pinnies on to other players. (6minutes)

Closure

Review the lesson with students. Use the following to reinforce the lessons' purpose and to check understanding.

- Have the students explain why they think ball control is important.
- Lead the students into a discussion of the skill cues. Elicit from them which skills are most important to the lesson (correct grip, soft touches, ball on blade, etc.)

Lesson 3

Shooting

Purpose

In this lesson students develop shooting skills. Three types of shots are introduced; the wrist shot, the slap shot and the drag shot.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- 2 cones per three students
- 10 -15 lightweight targets (plastic bowling pins, foam cylinders, etc.)
- 2 small goals (optional)

Warm Ups

- Floorball warm up
- Trunk Rolls
- High Knees (across body)

Skill Cues

- Keep blade below waist on back swing and follow through.
- Transfer weight to front foot as you bring ball forward.
- Aim primarily for corners of goal as well as the “5-hole.”
- Look for rebounds from the original shot.
- Try to “one-time” the shot; receiving the ball and shooting in one motion.
- Wrist shots are used closer to the goal.
- Slap shots are used from farther away from the goal
- Drag shots are used from a medium to close distance from the goal.

Wrist Shot

- Ball to side of body.
- Hold stick with a firm grip.
- Place your blade just behind the ball.
- Cup the blade over the ball.

- Sweep the blade from behind the ball to project it toward the goal.
- Flick or twist your wrists forward as the ball leaves the blade.
- Follow through, but keep it low. Blade should end up pointing towards target.
- Use a slightly higher follow-through when shooting for upper corners of the goal.

Slap Shot

- Ball at side of body or slightly in front.
- Hold stick with a firm grip, with lower hand held 3 to 6 inches lower than normal.
- Bring stick backwards, taking care not to raise it above waist level.
- Swing stick forward hard and quick. Blade hits the ground an inch or so before the ball. Be careful not to strike too far behind the ball.
- Lean down on the blade as you strike through the ball. This causes the blade and stick shaft to flex, which will whip the ball as it snaps back into shape and increase the velocity of your shot.
- Follow through so that the blade is pointing towards target.

Drag Shot

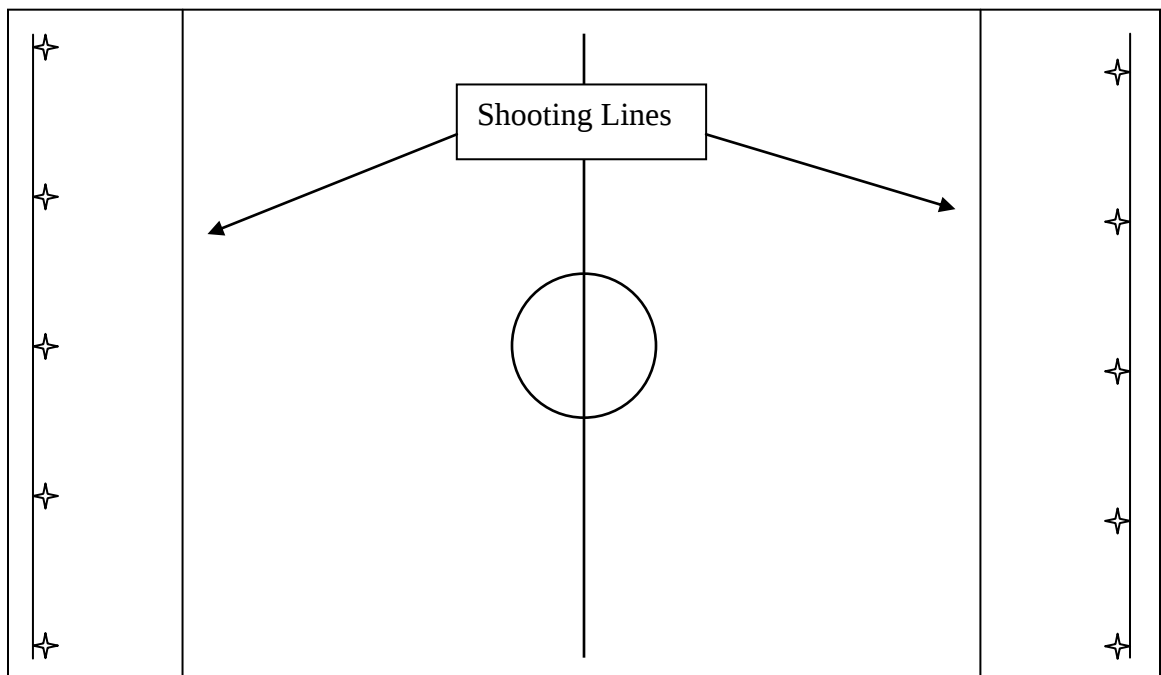
- Combines aspects of wrist shot and slap shot
- Ball at side of body or slightly behind.
- Hold stick with a firm grip, hands in normal position.
- Place your blade just behind the ball.
- Cup the blade over the ball.
- Sweep the blade from behind the ball to project it toward the goal.
- Lean down on stick as you bring it forward, causing the shaft to flex.
- Flick or twist your wrists forward as the ball leaves the blade.
- Follow through and point blade towards target.

Teaching Cues

- Point out that stick control and accuracy are more important than speed.
- Remind students to keep their eyes on the ball.
- Shots should go on goal.
- Emphasize rules regarding high sticking.

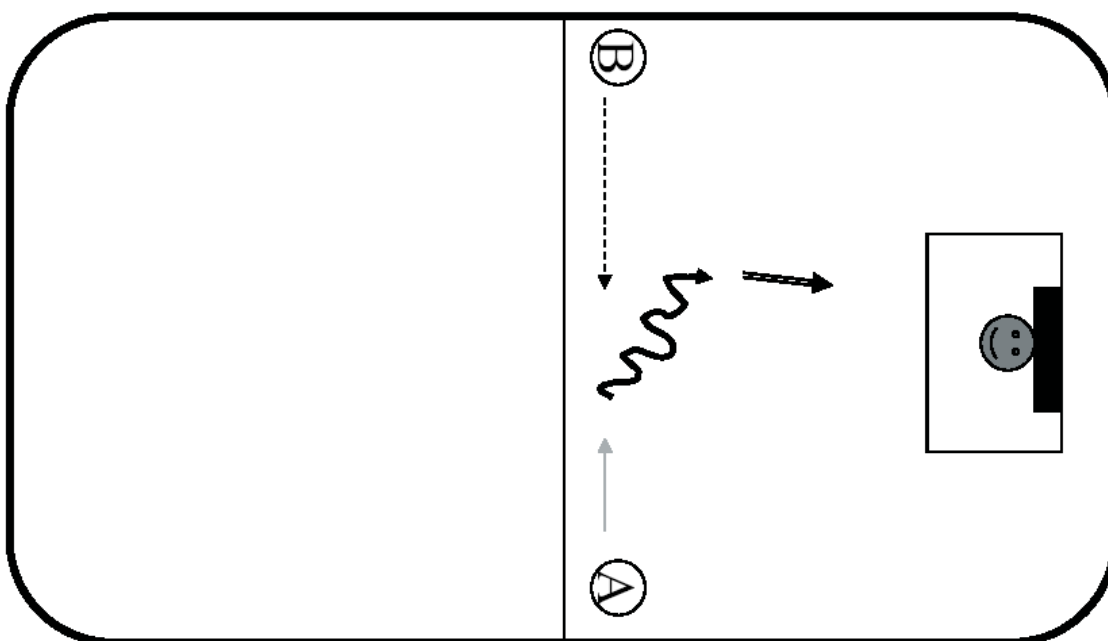
Activities (30-40 minutes)

1. Introduce shooting techniques, emphasizing the skill and teaching cues. Demonstrate how to hold stick and where ball is placed. Step through each motion of the shot, explaining as you progress. (4-6 minutes)
2. **Shooting drill.** Set up “goals” using cones around gym perimeter. Divide students into groups of three and have them line up 15 to 20 feet away from their goal. In turn, each student takes a shot on goal and then everyone retrieves their ball. Repeat each shot type three times. For a bigger challenge place an obstacle in the middle of the goal. (6-minutes)
3. **Shooting with Movement Drill.** Using the same cones as above. This time the students begin dribbling the ball towards the goal, shooting when they are within 10 feet of the goal. Repeat each shot type three times. For a bigger challenge place an obstacle in the middle of the goal. (6-minutes)
4. **Floorball Target Shoot.** The object of the game is to knock down the opposing teams targets. Divide the students into two teams. Place an equal number of targets in a line on each end of the gym. Use cones to mark off a shooting line 15 feet away from targets; players must shoot at targets before this line. Teams start at their own end with each student having a ball. Students dribble ball down the court and shoot at targets. They must return to their own end to get another ball. No defense or interference is allowed, only shooting and dribbling. The instructor should indicate which type of shot is to be used. Enforce the rules on raising the stick above the waist, defending or interference by knocking down a target on the offending player’s side. (8-16 minutes)



Optional Activity

1. **Shooting Drill.** The goal of this drill is to learn how to receive a pass and then shoot while running. Place goals at each end of gym. Divide the students into four groups. Students line up at positions A and B. Repeat this drill on both sides of the mid-line. Gather balls at position B. Players at position A begin running towards the center of the court. Player B takes a ball and passes it to player A, who then either dribbles a short distance and shoots on goal or shoots a one-timer. Player B then rotates to position A. Player A plays the rebound and then brings ball back to position B. (6-8 minutes)
 - Players receiving the pass should indicate with their stick which side they want the pass. Passers should attempt to place pass on that side.



Closure

Review the lesson with students. Use the following to reinforce the lessons' purpose and to check understanding.

- Ask the students what type of shot is best at a certain range or game situation.
- Lead the students into a discussion of the skill cues. Ask them which type of shot was most difficult for them and why.
- Ask students if they know where to aim when they shoot.

Lesson 4

Player Positions

Purpose

In this lesson students learn about player positioning and player movement on the floorball rink.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 4-5 floorballs

Warm Ups

- Floorball warm up jog
- Stretching

Skill Cues

Positions

- Forwards - The forwards, typically two per team, play mostly from the center line forward into the opponent's zone. When opponents have the ball, the forwards should assist in defensive play and trying to regain the ball.
- Center - The center moves the entire length of the court. The center is responsible for assisting both with offense and defense. Depending where the ball is; he/she is the third forward and the third defender. Only one center is usually on the floor at a time. The center also takes the face-offs.
- Defenders - The defenders, two per team, play mostly from the center line back into their own zone. Defenders should typically stay between an opponent with control of the ball and the goal they are defending. When defenders gain control of the ball, they initiate the offensive play either by dribbling the ball out of the defensive end or passing the ball forward to the center or forwards.
- Goalie - The goalie, one per team, plays in the goal area. It is the job of the goalie to prevent scores on goal and as such they should always be aware of the ball and be positioned to defend against a shot on goal.

Strategy

- When a team has possession of the ball, the players without the ball should be in constant motion to get into a good position for a pass.

- Passes should be made to teammates who are favorably positioned to advance the ball further or to shoot on goal.
- Shoot on goal when the goalie is obstructed or out of position.
- Goalies should anticipate potential passes and be prepared to shift quickly to reposition themselves.
- When playing defensively, players should try to remain between the opponent with the ball and their own goal so as to prevent easy passes and shots on goal.

Teaching Cues

- Have students change positions periodically during play to experience the game from the perspective of each position.
- Emphasize the necessity of players being properly positioned in order to have effective passes and scoring opportunities.
- Ensure the students understand the basic rules of Floorball in order to advance to this section's activities.

Activities (30-40 minutes)

1. Present Floorball positioning by using the appropriate skill and teaching cues. (3-4 minutes)
2. Review the rules of Floorball (3-4 minutes)
3. **Score or Deny.** Divide players into teams of 5 per team. The goal of the 5 offensive players is to score a goal. The goal of the defensive players is to win control of the ball and dribble it across the center line. When a goal is scored or the ball is taken across the center line by the defenders play is stopped and two new teams come onto the court to begin a new game. Alternate the teams between offense and defense. (12-16 minutes)
4. **Free Hit Drill.** Divide the students into teams of 5 per team. This drill can be run simultaneously on both ends of the court. The ball is placed in a random spot and the offensive team is awarded a free hit. Their goal is to score within 3 passes of the ball. The defensive team's goal is to intercept the ball or prevent the goal. This drill emphasizes player movement and positioning; and passing to the open player or the one with the best shot After 3 attempts the offensive team becomes the defensive team and another group of 5 is rotated in to become the offensive team. The defensive team rotates off the floor to prepare to become the offensive team. While off the court, teams should be planning a strategy to get a good shot on goal. (12-16 minutes)
5. **Three on Two Drill.** Divide the students into teams of 5 per team. This drill can be run simultaneously on both sides of the court. Three players, a center and two wingers, start from one end facing two defenders.
 - a. Play begins when the left winger (player A) carries the ball over the center field line.

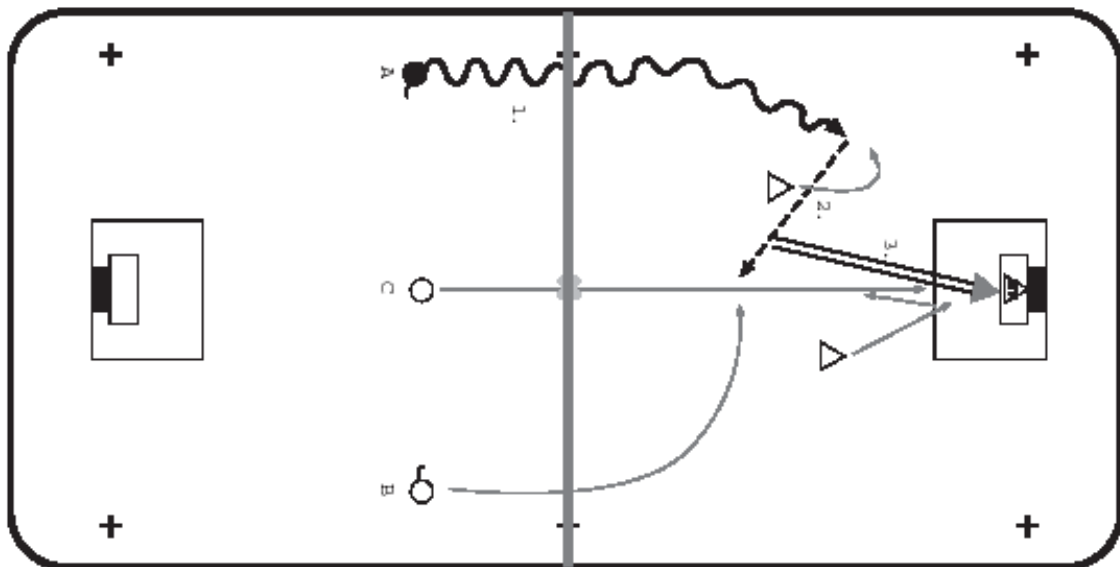
- b. The center (player C) creates some depth by running straight through towards the goal.
- c. The defender is forced to react and maybe even follow the player C to some degree.
- d. Next in this situation right wing (player B) slows down a bit and then spurts crossing the field where they can be passed to or has the best place to shoot from. (As a result more space is created around the best goal scoring area)

Now the left winger with the ball has three options:

1. To pass to player B who has positioned to the center field
2. To pass to the player C to the front of the goal
3. Take a shot on goal

A two-against-one is created against the right defender and they have to choose whether to block the shot from the winger or to concentrate on player B who curves to center field. Offensive players should watch out for rebounds.

Player rotation. Rotate defensemen for wingers with the goal scorer/shooter rotating back as a center. (10-15 minutes)



Closure

Review the lesson with the students. Use the following ideas to reinforce learning, check understanding, and provide feedback.

1. Review the responsibilities of each player position.
2. Emphasize that each position is responsible at least in part for offense and defense depending on where the ball is and who has control.
3. Ensure students understand that teamwork and positioning will lead to good goal scoring chances.

Lesson 5

Rules and Game Play

Purpose

In this lesson students learn the basic rules of floorball and play their first full game.

Warm Ups

- Floorball warm up jog
- Knee tucks
- Hamstring stretch

Facility and Equipment

- Basketball court or other area with a smooth surface (length= 2x width)
- 2 small goals
- 1 floorball stick per student
- 1 floorball per game
- 1 colored pinny per 2 students
- floorball rules handout or poster

Basic Rules Required to Play Floorball

These are the basic rules of floorball that the students will need to know to play a simple game. More rules can be explained at the instructor's discretion based upon age or ability to comprehend. Specific rules such as placement of a free hit or the grip on a face- off can be detailed as they occur.

You are not allowed to:

- Hit, lift, or block an opponent's stick to gain a competitive advantage. Simultaneous contact with no advantage to either player or contact during the follow through of a pass or shot is not automatically considered a penalty situation.
- Play the ball above the knee. This rule can be adapted to "Can not swing stick above knee" for younger students or for more controlled play.
- Push, hold or block an opponent with your body or arms. No body contact.
- Swing your stick above the waist.
- Touch the ball twice in a row with your feet.
- Pass to a teammate with your feet.
- Touch ball with hands or head
- Jump up to reach the ball
- Place your stick or leg between an opponents legs.
- Play the ball on two knees or with both hands touching floor.
- Play the ball without a stick.

Free Hit

When a minor infraction occurs a free hit is given.

- Taken from the spot of the foul but not from behind the imaginary extensions of the goal lines, instead they are moved to the nearest corner face-off dot.
- Opponents must stay at least 3m (9.8 ft) from the ball, sticks included.
- The player taking the free hit or hit-in does not have to wait for the opponents to take position.
- The ball shall be played cleanly with the stick, not dragged, flicked, or lifted on the stick.
- The player taking the free hit must not touch the ball again before it has touched another player or another player's equipment.
- A free hit may go directly into the goal

Basic Strategy

- Play with two hands on the stick. Keep the blade on the floor.
- Focus on the ball.
- Stay in position at all times.
- Ball movement. Pass the ball often; remember that the ball is faster than the fastest player.
- Pass to teammates in a better position to score.
- Shoot as often as possible.
- Remember to play the ball backwards to your defenders.
- Communicate with each other, lots of chatter.

Teaching Cues

- Go over rules with the students to make sure they understand the basics. Introduce new rules or the finer points of the basic rules when appropriate.
- Emphasize the non-contact nature of floorball; especially when it comes to stick contact.
- Stress that teamwork is essential for effective play. Players should pass as much as possible and try to catch the other team off guard.
- Have the students rotate through the different field positions.
- Explain proper substitution rotation and establish a substitution zone. Assign numbers to facilitate orderly rotations if needed.
- Remind the students of the importance of fair play.
- If the class size is too large for normal play, increase the team sizes or set up more than one game for simultaneous play.

Activities (30-40 minutes)

1. Explain the background and rules of floorball. See Introduction for details. (8-10 minutes)
2. Present floorball strategy using the appropriate skill and teaching cues. (5 minutes)

Floorball Game

Divide students into two teams. Assign teams to keep play balanced and to maximize participation. On each team have the students count down 1, 2, 3, etc. until all students have a number. Numbers 1 thru 5 (assuming 5 v 5) from each team start. Players rotate by number whenever there is a stoppage of play or at least every three minutes. For example, player one goes off and player 6 comes into play. Next stoppage twos go off and sevens go in, etc.

Play a game of regulation Floorball. Start play with a face off. Instructors should strictly enforce rules on incorrect hits, body contact and high sticks. Explain rules regarding placement of hits, face offs, and other game mechanics as play progresses.

Closure

Review the lesson with students. Use the following to reinforce the lessons' purpose and to check understanding.

- Go over the basic rules list. Have students repeat what happens when a rule is broken. Ask students why they think a particular rule was written.
- Have the students discuss successful strategies that were used. (effective passing, where to shoot from, passing along the sides instead of middle, communication)

Lesson 6

Advanced Dribbling and Passing

Purpose

In this lesson students learn advanced dribbling techniques and a few more ways to pass the ball.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 2 floorballs per student
- 5 cones per obstacle course
- Open area along a wall
- Tumbling mat or other tall obstacle
- Four legged chair (optional)

Warm Ups

- Floorball warm up jog
- Shoulder rolls
- Trunk rolls

Skill Cues

Backhanded Pass

- Position body opposite of forehand pass, i.e., same-side shoulder pointed toward target.
- Put weight on back leg.
- Keep blade angle closed.
- Sweep ball forward while rolling wrists.

Wall Pass

- Technique often employed to move the ball around a defender. Can also be used to pass to a teammate.
- Use a forehand or backhand pass to hit the ball low against the boards at an angle.
- Step around the defender and take control of the ball as it rebounds off the wall.

Flip Pass

- A pass made by lofting the ball into the air. Often used to move the ball around a defender or over their stick.

- Keep blade angle open.
- Pop the ball up with quick upward flick.

Give and Go Pass

- A pass made to a teammate with the intention of receiving a pass back immediately. Often used to set up a shot on goal.
- Pass the ball to teammate and move quickly towards him.
- Teammate receives the pass and returns the ball quickly.

Drop Pass

- Dribble the ball while running.
- Realize that your teammate is moving behind you.
- Stop dribbling the ball, leave it behind you, but continue to act as if you had it.
- Allow your teammate to pick up the ball behind you.
- Often done in a crossing pattern.
- If done well defenders should be confused as to who actually has the ball.

Dribbling

- Ball is easier to move quickly when it is on the tip of the blade.
- Use quick twisting wrist motions to control the blade angle.
- As students progress they should move towards controlling the ball with the forehand side only.

Teaching Cues

Passing

- Passes should be aimed ahead of the person receiving the pass.
- Students should be thinking about where the stick is of the person they are passing to.

Dribbling

- Have students concentrate on using only one side of the blade to control the ball.

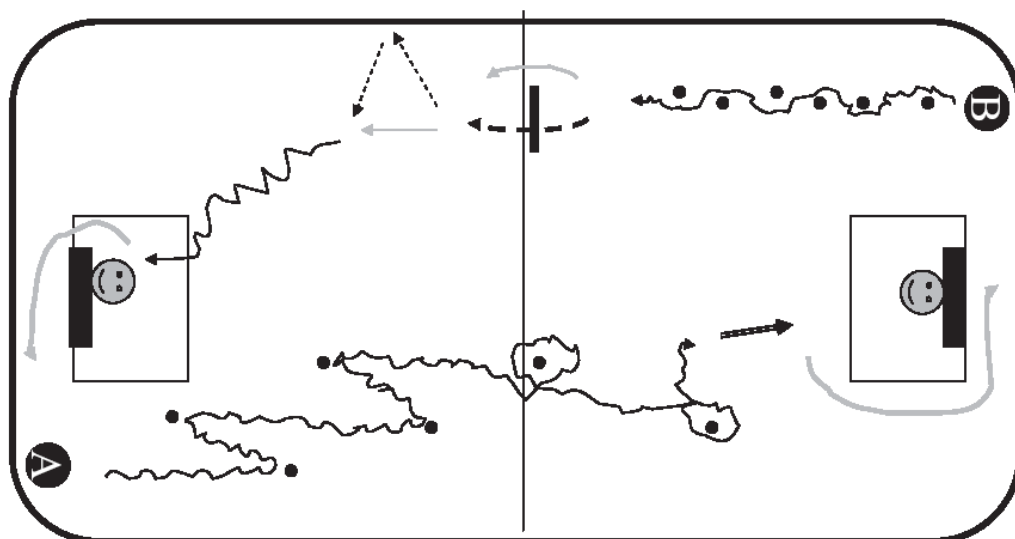
Activities (30-40 minutes)

1. Introduce the new passing styles emphasizing the skill and teaching cues. (6-8 minutes)
2. **Passing lines.** Have students form two lines, ten feet apart. Students pass back and forth with the student in line across from them. Students should attempt to make a pass to the side on which his partner holds his stick. The emphasis of this drill is twofold: Make it easy to receive pass and have full control of the ball before returning a pass. After a few minutes switch to using a backhand pass. (6 minutes)

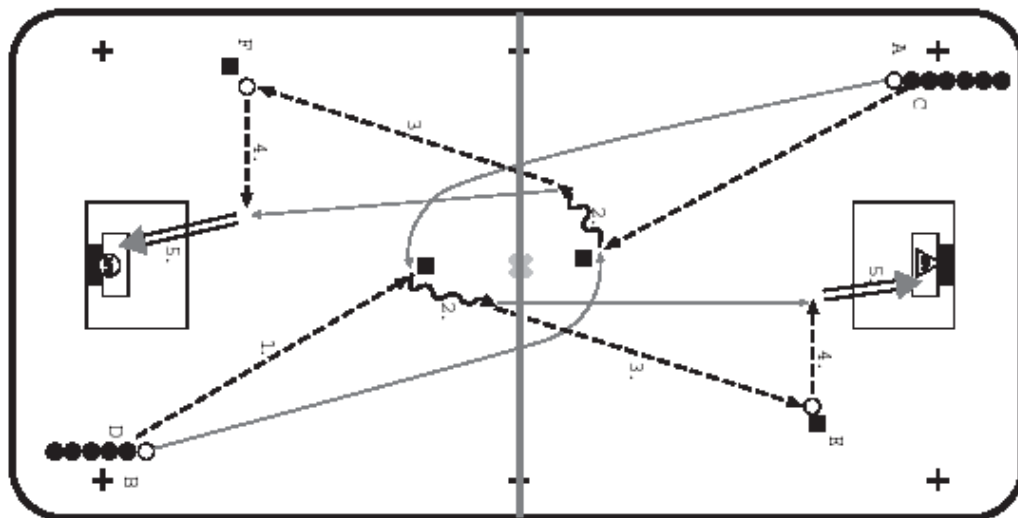
3. **Two Ball Drill.** Have students form two lines, fifteen to twenty feet apart. Students pass back and forth with the student in line across from them. Designate the white ball as a forehand pass and the colored ball as a backhanded pass. Both balls should be in play at the same time. Students should attempt to make a pass to the side on which his partner holds his stick. Emphasis is on accuracy while under pressure (6 minutes)
4. **Advanced zigzag accuracy dribble.** Create a zigzag obstacle course using cones. Divide students into groups of four or five and have each group line up in front of a course. Each student must dribble the ball through the cones and back again, without touching them. The first round students can use either side of their blade to move the ball with. The second round they can only use the forehand side of their blade. The third round students can only use the backhand side of the blade. The object of this drill is accuracy, not speed (10 minutes)
5. **Full court obstacle course.** Create an obstacle course on each side of the gym. (See diagram) Divide students into two groups. Students in line both lines run through the obstacle course and then take a shot on goal. Line A is focused on speed and ball control while running and changing directions. Line B is focused on ball control. Students dribble through the cones using only one side of the blade, use a flip pass to lift the ball over the obstacle, do a wall pass and then shoot on goal. When finished students rotate to the other line. (6-8 minutes)

Options:

- Substitute a give and go pass for the wall pass. A coach stays in place and students pass to them. The coach immediately passes it back and the student takes a shot on goal.
- Place a four legged chair along the B-side obstacle course. Students must dribble the ball between the legs of the chair. Simulates passing the ball thru the legs of a defender.



6. **Full court passing drill.** The purpose of this drill is to practice hard ground passes, receiving a pass from both sides, and quick passing skills. (6-10 minutes)
- Players and balls line up in opposite corners as the picture demonstrates. Two extra players (E and F) are situated like the picture shows. These players are situated on their places all time but should be changed every five minutes.
 - Players A and B start moving towards the center without a ball.
 - Both receive a pass from the second players in other line (C and D) when they reach the cone.
 - After taking possession players A and B do a give and go pass to the extra player (E or F), and then sprint towards the goal.
 - Players E and F quickly pass the ball back to players A and B in front of the goal.
 - Players A and B receive the pass back and shoot on goal



Optional Activity

1. **Modified Regulation Game.** Divide students into two teams. Assign teams to keep play balanced and to maximize participation. On each team have the students count down 1, 2, 3, etc. until all students have a number. Numbers 1 thru 5 (assuming 5 v 5) from each team start. Players rotate by number whenever there is a stoppage of play or at least every three minutes. For example, player one goes off and player 6 comes into play. Next stoppage twos go off and sevens go in, etc.

Play is modified by the number of times in a row each individual player can touch the ball. Start with three touches allowed before they have to pass the ball to a team mate. If a player touches the ball more than the allowed number a free hit is awarded to the other team. After five minutes reduce the number of touches allowed to two. After another five minutes reduce the touches to one. This drill emphasizes passing skills and player movement. (0-15 minutes)

Closure

Review the lesson with the students. Use the following ideas to reinforce learning, check understanding, and provide feedback.

- Discuss the factors to consider when passing to a teammate (e.g., speed of the teammate, position of the defender, speed of the ball, etc.)
- Discuss the type of passes introduced in this lesson and when it is appropriate to use each one.
- Discuss the reasons why the ability to control the ball using only the forehand is important.

Lesson 7

Defensive Strategy & Drills

Purpose

In this lesson students learn the basics of defensive floorball strategy and perform drills that reinforce these new concepts.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- colored pinnies
- 15-20 cones

Warm Ups

- Floorball warm up jog
- Side Twists
- Lunges

Skill Cues

Team Tactics

- Defense is defined as anytime our team does not have possession of the ball.
- Compact team play. All players defend on our end of the rink.
- Position yourself in between a direct opponent and our goal.
- Be sure and watch the ball, the stick and the player; not only the player
- Do not allow opponents space or time to play the ball.
- Pressure the person with the ball. Keep your stick moving so you look like a threat to them.
- Players in dangerous positions are closely marked; otherwise just keep an eye on them.
- In close proximity of the ball we always try to have numerical superiority. (2 on 1 at least)
- Our opponents never have numerical superiority in front of our goal.
- Uncontrolled balls in front of our goal are immediately played out. Use your stick or kick the ball out.
- When ball is directly behind our own goal, the defenders position is right next to our goal posts. Prevent the forward pass.
- If there is a 2 v 1 odd man rush the defender always plays against the pass and the goalie

has responsibility for the shot on goal.

Individual Tactics:

- Always know where the ball is
- Always know who and where your direct opponent is.
- Always keep your stick blade on the floor.
- Crouch down on one knee and extend stick outwards parallel to the floor to block passing or shooting lanes.
- In a 1 on 1 situation use your body to defend the ball. Turn around and cover ball.

Defending Free Hits

- Get ready immediately.
- Stay at least 3 meters (9.8 feet), including sticks, from location of free hit.
- If the free hit is 6 meters (19.7 feet) or closer to the goal form a wall.
- The wall has the same number of players as the opposite team has players at the ball to play the free hit.
- Each player in the wall covers an opposing player at the free hit. Communicate to let each other know who is covering who.
- If the player you are marking leaves the free hit leave the wall to cover them.
- Use your entire body. Keep your upper body upright, one knee on the floor, stick parallel to the floor.

Teaching Cues

- Defense is everyone's responsibility, even forwards.
- Remind students to communicate with each other.
- Try to force the other team to the outside.
- Never pass across the middle close to our own goal.
- Move quickly when defending a free hit or forming a wall.

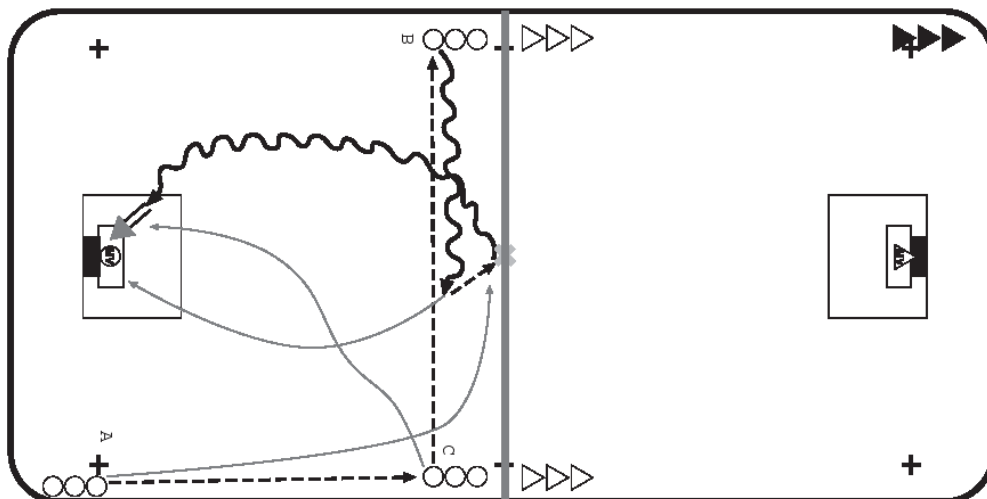
Activities (30-40 minutes)

1. Review the skill and teaching cues. Emphasize both the team and individual tactics. (4-6 minutes)
2. **King of the Hill.** The purpose of this drill is to develop defensive ball handling skills. Divide the gym into several boxes using a combination of the existing lines. The size of the boxes will depend on the number of students you have. Make them small enough that there is not a lot of room for the number of players in each group. Each student has a ball. The object of this game is to knock the other player's balls out of the area while

defending your own. Players are eliminated if their ball crosses the boundaries, whatever the reason. (6-10 minutes)

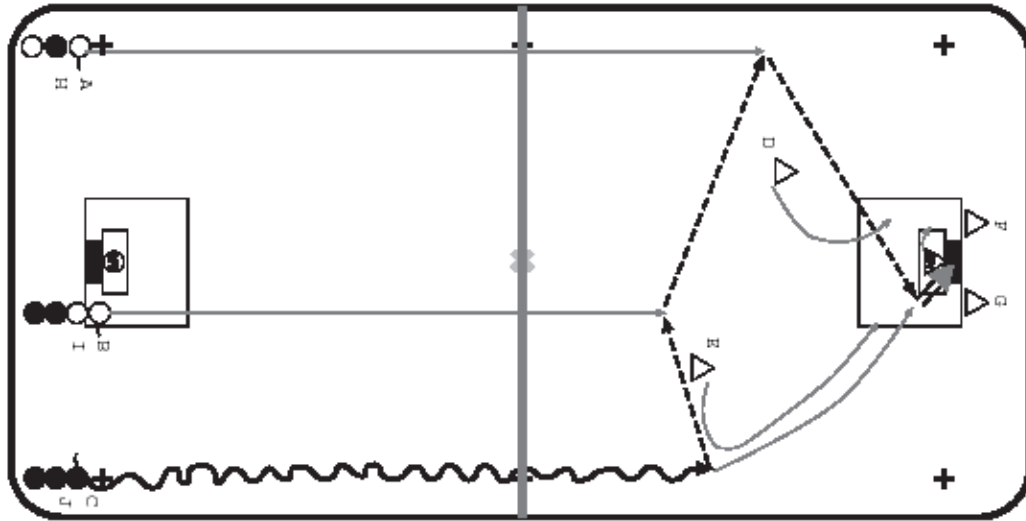
3. **Backwards Stick Game.** The purpose of this drill is to reinforce the skill cues by playing a game based on defensive strategy. Players should use positioning and tight marking to prevent goals. Organize students into groups of three or four. Divide gym up into 5 or 6 sections widthwise. Make goals at both ends of each section using two cones. Groups of students play each other at even strength according to regulation rules. When a player scores they will reverse their stick and hold it from the blade end. Play continues this way until a team that has all players holding their sticks backwards gets scored on. When that happens all of the players on both teams can hold their sticks in a normal fashion and the game starts over. (6-10minutes)
4. **Two on One.** Form three lines of players; one in the corner and two on the ends of the center line. (see diagram below)
 - The drill starts with an attacker (player A) passes up the boards to the defender (player C) and then runs in the direction of the pass.
 - The defender (player C) passes the ball across to the other attacker (player B) and then runs to the slot to defend against the attack.
 - Player B takes the ball and starts to move towards the other attacker.
 - Players A and B cross in the center field and a chance for drop-pass is created. Then they attack against the defender (two against one).

The defender should try to steer the offensive player towards the corner in order to make scoring and passing more difficult. This way it is also easier to intercept possible cross pass. Also in situation like this the player defends against the crossing pass and the goalie has responsibility for the shooter. (6-8 minutes)



5. **Three on Two/Two on One.** Form three lines on one end (attackers) and two lines on the other (defenders). Balls are at the attacking end with a few on the defensive side within reach of the goalie or defenders. Players A, B and C attack against the two defenders.

When the ball is controlled by the defenders they begin an attack back against the lowest offensive player (who in this case is player B). Play begins again when players H, I and J start the same thing and so on. (6-10 minutes)



Closure

Review the lesson with students. Use the following to reinforce the lessons' purpose and to check understanding.

- Have the students explain defensive strategy. Ask them what they think is the best way to play defense. Throw out various situations (even strength, 3 on 2, 1 on 1) for them to respond to.
- Ask the students how what kind of defensive skills they learn from the backwards stick game.

Lesson 8

Offensive Skills & Strategy

Purpose

In this lesson students learn the basics of offensive floorball strategy and perform drills that reinforce these new concepts.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- colored pinnies

Warm Ups

- Floorball warm up jog
- Side Twists
- High Knees (across body)

Skill Cues

Team Tactics

- Offense includes anytime your team controls possession of the ball.
- Run without the ball to get open for a shot or pass.
- Be aware of where your teammates are positioned while in control of the ball.
- Keep calm and protect the ball while being pressured.
- Always try to move the ball to the open man.
- Avoid taking bad-angle shots or shots from too far away.
- Screen the goaltender and be in position to collect rebounds.
- Vary your speed and direction while running without the ball to avoid coverage.
- Talk to your teammates to let them know where you are and if you are open.

Individual Tactics

- Always know where the ball is.
- Keep your head up while handling the ball.

- Be aware of who is covering you.
- Keep your stick blade on the floor.
- Position yourself to release a shot before you receive a pass
- In a 1-on-1 situation, use your body to protect the ball
- Avoid over-handling the ball while other players are open
- Avoid dangerous plays when handling the ball in your own end

Taking Free Hits

- Get ready immediately unless a player change is needed; if a player change is needed, make substitutions before setting the ball.
- Make sure the ball is completely still.
- Do not sweep or lift the ball.
- Position at least one player close to the person taking the free hit.
- Make at least one pass before taking a shot unless a clear path to the net is available.
- Ensure the person taking the free hit has more than one passing option.
- Keep moving to avoid coverage prior to the free hit.
- Try to fake a shot or pass prior to taking the free hit.
- Attempt to set up a one-timed shot on goal

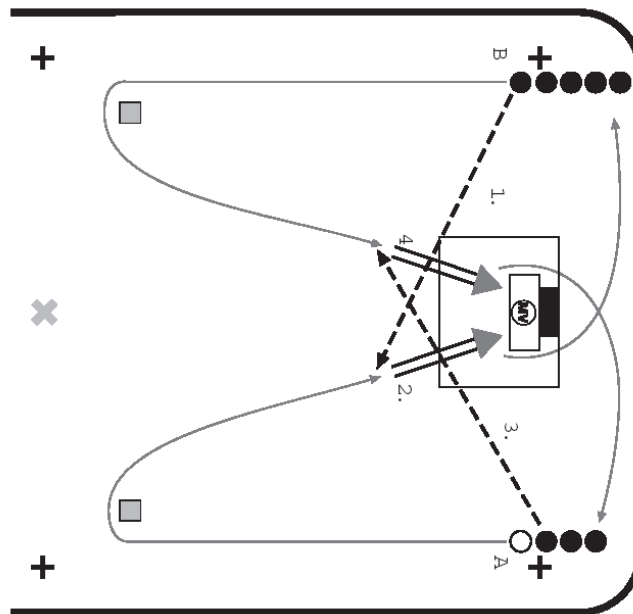
Teaching Cues

- Being offensively creative may mean playing out of position (defensemen jumping into the rush or forwards playing on an off-wing is acceptable)
- When a defenseman jumps into the rush, a forward should drop back to cover
- Remind students to communicate with each other.
- Try to move the ball to the middle of the court to create scoring chances.
- You are easier to cover if you are not moving.
- Always support the ball carrier by moving to get open for a pass
- Set up quickly when taking a free hit.

Activities (30-40 minutes)

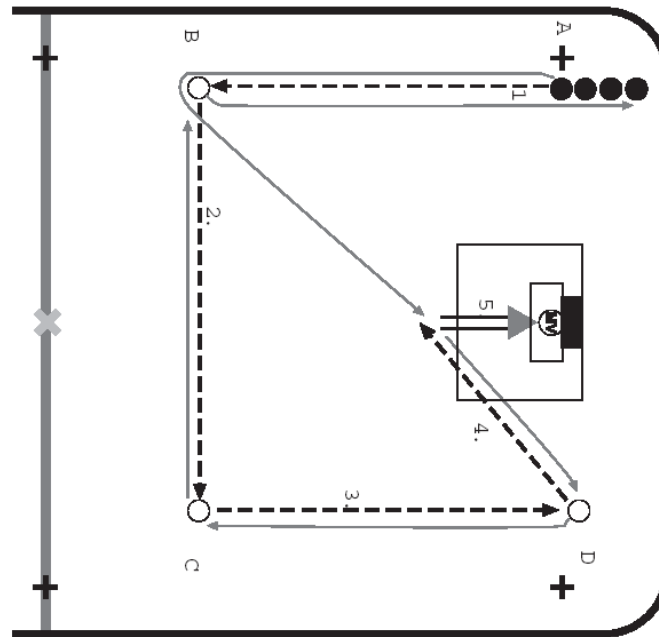
1. Review the skill and teaching cues. Emphasize both the team and individual tactics. (4-6 minutes)
2. **Corners.** The aim is to learn to change direction and receive a pass while running without the ball. (8-12 minutes)

- a. Place half of the group and several balls in each corner of one end of the rink and form two lines - this drill can be done at both ends depending on the number of players involved.
- b. Place a cone 5 feet from centerline and 3 feet in from each side of the rink.
- c. The first player in line A runs outside and around the A cone and cuts into the middle of the rink.
- d. The first player in line B passes the ball to the player running around the A cone into the middle of the court.
- e. The player running receives the pass and takes a shot on goal.
- f. The player in line B that passed the ball now runs outside and around the B cone and receives a pass from the next player in line A
- g. Continue until everyone has shot at least 3 times.
- h. Players should switch corners after shooting.



3. **Follow Your Pass Game.** The aim of this drill is to practice smooth passing and moving to open space without the ball. (8-12 minutes)
 - a. All players should line up in corner A – this drill can be done at both ends depending on the number of players involved.
 - b. Three players should be placed at cones B, C, and D as seen below.
 - c. The first person in line in corner A makes a crisp pass to the player at cone B and moves towards the direction of the pass.
 - d. Player B passes to player C and from there to player D.

- e. Player D passes the ball to player that started at cone A, who has run around the B cone and toward the front of the goal.
- f. Player A receives the ball and shoots, then moves to corner D.
- g. After making a pass each player moves to the next position (D to C, C to B and B to A).
- h. Start slowly and try increasing the difficulty by allowing only one-touch passes, starting the next round of passes before the shot on goal has been taken, and encouraging a quicker pace.



Optional Activity

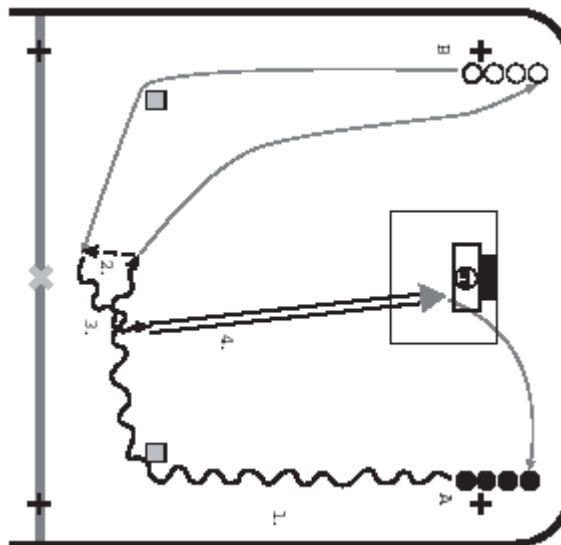
Drop Pass Drill. The purpose of this drill is to train the basic stick handling techniques like passing, receiving a pass, drop passes, and basic shooting skills. It can be done from both ends of the court at the same time. (6-10 minutes)

- a. Place a cone 5 feet from the centerline and 3 feet in from each side of the rink.
- b. Players form a line in both corners. The ball starts in the left corner.
- c. One player from each line starts moving towards the center field. Player A with a ball and player B without a ball. Both players run around the cones and then streak towards the center.
- d. Player A tries to protect the ball like being defended when carrying the ball.
- e. Player A gives player B a drop pass close the center line; then player B takes possession and shoots.

- f. Player B should try to make the shot directly after the drop pass is made.
- g. The drop pass should be done when the other player is directly behind.
- h. Rotate to the other line when finished.

Start the drill from the other side halfway in order to get the same amount of training to both left- and right-sided players.

Optional: As player A rounds the cone they make a pass across to player B. Player B controls the ball and then leaves a drop pass for Player A who then shoots.



Closure

Review the lesson with students. Use the following to reinforce the lessons' purpose and to check understanding.

- Have the students explain offensive strategy. Ask them what they think is the best way to play offense. Ask them what they should do with or without the ball.
- Ask the students how they can be more offensively dangerous to their opponents?

Lesson 9

Power Play and Penalty Kill

Skills & Strategy

Purpose

In this lesson students learn the basics of power play and penalty kill strategy as well as perform drills that reinforce these new concepts.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- colored pinnies

Warm Ups

- Floorball warm up jog
- Shoulder rolls
- Trunk rolls

Skill Cues

Team Tactics

Power Play:

- A team is on a Power Play whenever their opposition must play with fewer players due to a penalty or penalties they have been given.
- Be aware of your passing options before receiving the ball and quickly move the ball.
- Be patient by passing the ball until a quality scoring chance is created.
- Avoid taking bad-angle shots or shots from too far away.
- Screen the goaltender and be in position to collect rebounds.
- Communicate with your teammates to let them know where you are and if you are open.

Penalty Kill:

- A team is on a Penalty Kill whenever they must play with fewer players than the opposition due to a penalty or penalties they have been given.
- Play a zone defense – each player should cover an area of space in the defensive zone and not an individual player.

- Be conservative when pressuring the opposing player with the ball.
- When possession is gained try to waste as much time as possible until the penalty has expired. Clear the ball out of your end.
- Uncontrolled balls in front of the goal should be immediately shot or kicked out of danger.
- When ball is right behind the goal, one defender should be positioned next to each goal post to prevent a forward pass.
- Do not focus on creating scoring changes in the opposition's end.

Individual Tactics

Power Play:

- Always know where the ball is.
- Keep your head up while handling the ball.
- Be aware of who is marking you.
- Keep your stick blade on the floor.
- Position yourself to release a shot or make another pass before you receive the ball
- Quickly move the ball to the open man
- Avoid over-handling the ball while other players are open
- Only take quality shot or shots when the goalie is screened

Penalty Kill:

- Always know where the ball is
- Always know where each opponent is.
- Crouch down on one knee and extend stick outwards parallel to the floor to block passing or shooting lanes.
- Protect the ball to kill as much time as possible
- When possession is gained, do not make dangerous moves or passes.

Teaching Cues

Power Play:

- Being offensively creative may mean playing out of position (defensemen jumping into the rush or forwards playing on an off-wing is acceptable)
- Move the ball quickly and often to create space and confusion amongst the short-handed players on the court.

- If the opposition gains control, two men should immediately pressure the ball carrier until possession is regained.
- Remind students to communicate with each other.
- Try to move the ball to the middle of the court to create scoring chances.
- Set up quickly when taking a free hit.

Penalty Kill:

- The focus should be on preventing a goal and not scoring.
- Remind students to communicate with each other.
- Try to force the ball to the outside.
- Play conservatively if possession is gained.
- Move quickly when defending a free hit or forming a wall.

Activities (30-40 minutes)

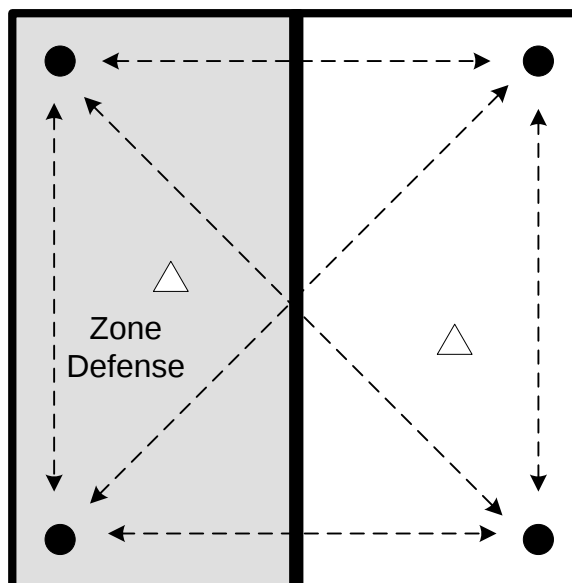
1. Review the skill and teaching cues. Emphasize both the team and individual tactics. (4-6 minutes)
2. **Ball Movement Drill.** The aim is to always move the ball to the open man quickly and without hesitation.
 - a. Split the class up into groups of six.
 - b. Have four players stand in the four corners of a 20 foot by 20 foot square
 - c. The two remaining players will stand in the middle.
 - d. The players on the outside will pass a ball to one another without losing control.
 - e. The players on the inside of the square will play a zone defense with each defender protecting one half of the area.

The goal of the outside players will be to move the ball quick enough to create openings for passes through the middle.

The goal of the inside players will be to break up passes and keep any ball movement to the outside.

Defenders trade places with the player whose pass they intercepted.

Once players demonstrate they are comfortable, introduce a rule allowing only one-touch passes to be made



3. **Power Play / Penalty Kill Drill.** The aim offensively is to fluidly move the ball with a one man-advantage to create a scoring opportunity and the aim defensively is to play a conservative zone defense to ensure a quality scoring chance is not allowed.

Split the class into two groups, one at each end of the gym.

Select 5 students to form a power play unit and four students to for penalty killing unit.

Create an umbrella formation by positioning 4 of the power play students around the outside of half of the court with the last one in front of the net

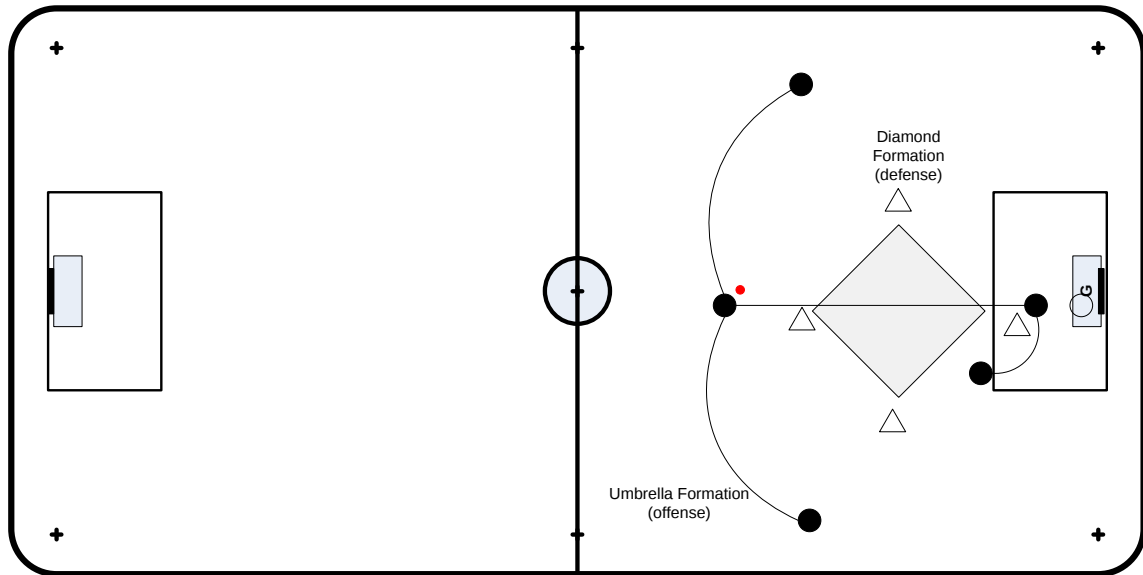
Position the 4 penalty killing players inside of the power play umbrella in the shape of a box or diamond

The power play unit should begin with the ball and move it around the outside until a good opportunity is created to make an inside pass or to shoot on goal

Students that are part of the power play should support the ball carrier and be create quality scoring opportunities by switching positions and running to the inside and back out

The penalty killing unit should play conservatively and cover an area of space, never committing to one player unless to break up a quality scoring chance

Students that are part of the penalty killing unit should focus on making a pass to the inside more difficult for the opposition than continuing to pass around the outside



Closure

Review the lesson with students. Use the following to reinforce the lessons' purpose and to check understanding.

- Have the students explain some elements of power play strategy. What kind of passes work best? When do you take a shot?
- Have the students explain some elements of penalty kill strategy. What area of the court do you want to steer the play to? Which player do you never leave unguarded?
- Ask the students how they should be moving with the ball. Without the ball?
- Ask the students how they can be more offensively dangerous and defensively suffocating to their opponents?

Lesson 10

Goaltending

Purpose

In this lesson students learn how to play the goalkeeper position in Floorball.

Facility and Equipment

- Basketball court or other area with a smooth surface
- 1 floorball stick per student
- 1 floorball per student
- Goalie protective gear (2 sets)
- 2 regulation sized goals

Warm Ups

- Floorball warm up jog
- Side Twists
- Juggling balls
- One handed ball bounces wall, floor

Stretches

- Hamstring
- Quadriceps
- Groin
- Hip Flexor

Flexibility is an important asset for goalies. These stretches will help performance and reduce injuries.

Skill Cues

Body Positioning

- Body balanced upright, weight supported by the shins and knees.
- Keep your chest up and lean forward from the waist. Your back should be straight and your head up.
- Arms up, elbows to sides. Hands at shoulder level slightly in front of the body.

Goalie Movement

- Position yourself in the center of the goal cage, just outside the goal line
- Move back and forth across the goal mouth as you follow the play.
- Hold your body against the goal post when an attacker is towards the side or behind the goal. Don't allow any space for the ball to slip through.
- Remember that you can grab the ball with your hands if any part of your body is inside the goalie area.

Save Techniques

- Keep your eye on the ball at all times. Play the ball, not the shooter
- Anticipate shots; try to position yourself between the shooter and the goal.
- Use your arms, hands, and head to block high shots and shots to the sides of the net. Try to catch the ball as often as possible.
- Stick out your legs to stop low shots. The legs should move like windshield wipers on a car, the opposite leg moves underneath you to cover the area underneath your body. (A.k.a. the “five hole.”)
- Control the ball after you block it. Fall on it or cover it with your legs.
- Move out from the goal when you're meeting an attacker. This closes the angle of attack and increases the area of shots you can defend. Sometimes from here the goalie can actually poke the ball away with their legs.
- BUT, don't over commit as moving too far out will leave you out of position if a pass is made to the opposite side of the court.

Throws

A goalie can throw the ball out of their goal area anyplace they like as long as the ball touches the floor before the half court line.

1. **Underhand Throw:** An underhand throw should be used in most situations to give control of the ball to a teammate. The ball should be delivered in a smooth motion at a slow to moderate velocity that allows the receiving player to control the pass.
2. **Overhand Throw:** An overhand throw is used to get the ball past attacking opponents or to start a fast break by getting the ball to a teammate quickly streaking down the court.

Teaching Cues

- Remind students that a goalkeeper is always responsible for stopping the shot on goal.
- Demonstrate the difference positioning makes in how much of the goal area is exposed to a shooter.
- The goalie should always stand up before making a throw in order to see the field better and assess their options

Activities (30-40 minutes)

1. Introduce goaltending emphasizing the skill and teaching cues. Make sure the goalie is wearing all of the protective gear in the correct manner. (6-8 minutes)
2. **Half Circle.** Goalie is positioned in the goal area. Shooters are positioned about half the distance between mid-court and the goal; arranged in a half circle. Starting at one side of the half circle, shooters take shots on goal one by one moving around the circle. Goalie must be prepared to face shot after shot each from a different position. This emphasizes

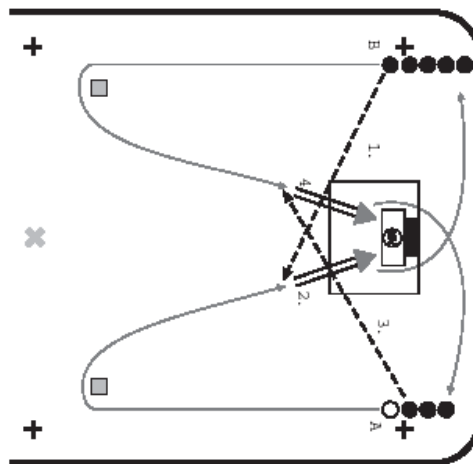
reaction time and movement. A new goal keeper can be rotated in after every shooter has taken a shot. (10-12 minutes)

- Start with easy shots to warm the goalie up.
- Have shooters use low shots for leg saves then high shots for hand saves.
- Alternate shots from each side of the half circle to make it more difficult. Allow the goalie a brief amount of time to move side to side and orient themselves towards the shooter.

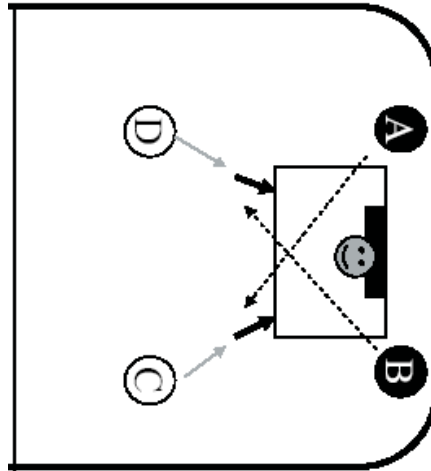
3. **Corners.** Players are divided into two lines; one in each corner. Balls in both corners. Goal keeper is in goal area defending the post closest to where ball starts from.

- Place a cone 10 feet from centerline and 3 feet in from each side of the rink.
- The first player in line A runs outside and around the A cone and cuts into the middle of the rink.
- The first player in line B passes the ball to the player running around the A cone into the middle of the court.
- The player running receives the pass and takes a shot on goal.
- The player in line B that passed the ball now runs outside and around the B cone and receives a pass from the next player in line A
- Players should switch corners after shooting.

The player receiving pass may either shoot immediately or dribble towards goalie to look for a better shot. Goalie should move to track the pass and then be prepared to save the shot. Can be run independently on each side of court. (10-12 minutes)

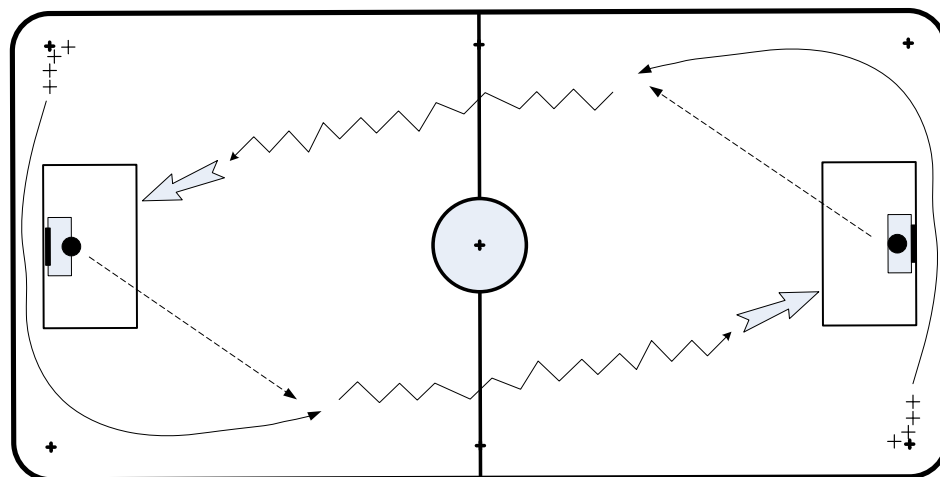


4. **Close In Shots.** Divide students into 4 groups and have them line up as shown below. Balls are at lines A and B. Player C moves towards the goal. Player A sends Player C a hard pass. Player C receives the pass and then takes a wrist shot or “one times” a slap shot. Repeat with lines B and D. Players rotate around clockwise. Emphasis is on accurate shots. (10 minutes)



Optional Activity

1. **Goalie Throw Fast Break.** This high intensity drill uses the whole court with a goalie in each goal. Players are divided into two lines; one line in one corner of the gym and the other line on the opposite side of the court in the opposite corner. The goal keeper is in the goal area with a supply of balls. The goalie starts on his knees in the save position. When a whistle blows a player from each line runs around the goal and then towards mid court along the sideline. The goalie should stand and make an overhand or underhand throw designed to reach the player when they reach mid court. The players should receive this pass and continue on towards the opposite goal and take a shot. The goalie should drop down into defensive position to defend against a shot as soon as they make their throw. After the shot the goalie returns to the save position and the drill begins with the next player. (10-12 minutes)



Closure

Review the lesson with the students. Use the following ideas to provide feedback and reinforce learning.

- Review the importance of proper position in cutting down the amount of open net available to shooters.
- Discuss when each type of throw is appropriate.
- Review rules specific to goal keepers concerning handling the ball.
- What options do you have when you have caught the ball?
- How should you hold your hands best to reach the high and low shots.
- What is the best way to cover shots from far out?