

# ***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.



Stick Length (cm)	65	75	80	85 - 89	89 - 92	96	100	104
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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.

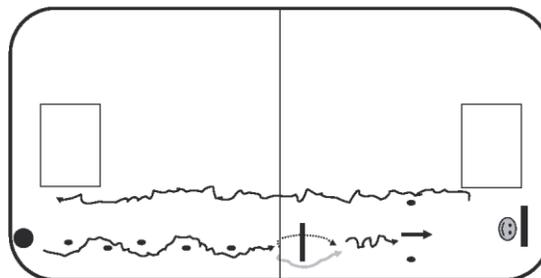


## Assessment

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**

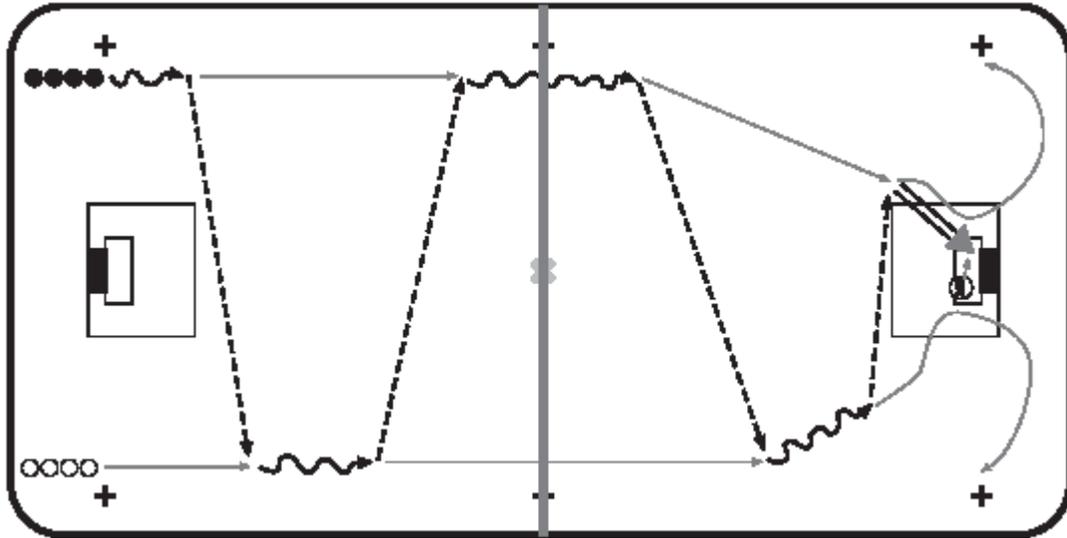
1. Keep lower grip soft. Absorb the velocity of the pass by cupping the ball with the blade.
2. Feet can also be used to stop a pass.
3. If the pass is in the air, the body can be used to stop the ball. Contact with head, arms, or hands will result in a penalty.

## 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.

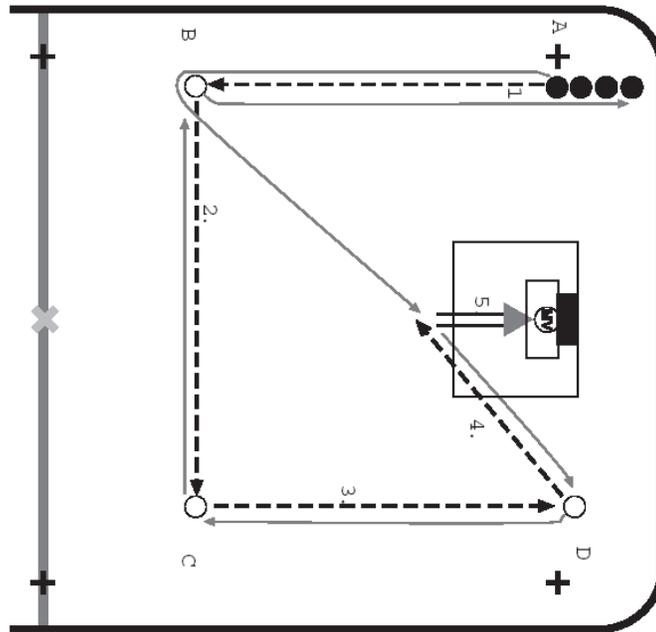
## Activities (30-40 minutes)

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).