



Floorball

Special Olympics
Coaching Guide

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FLOORBALL COACHING GUIDE



The Benefits of Floorball

Today Floorball is a very popular sport around the world. The number of players and teams are increasing every year and there is no sign that the positive development would stop. The sport's success is due to the fact that it can be played by boys, girls, men and women of just about any physical build and ability. Floorball requires little in the way of specialized equipment and is organized using simple, intuitive rules.

Floorball is a particularly appropriate sport for individuals with intellectual disability. Floorball:

- ♦ Involves all of the participants constantly;
- ♦ Is easy to teach and immediately rewarding to play;
- ♦ Allows relatively rapid initial improvement in skills and basic game understanding;
- ♦ Is a great conditioning activity.

Above all, floorball is fun.

The wonderful thing about floorball is that you do not need to be an expert to begin coaching. You just need enthusiasm and a commitment to learn the basics. With some guidance, anyone with time and interest can become a successful Special Olympics Floorball coach and help athletes with intellectual disability join the worldwide floorball family.

A Preview of Floorball Events Offered

- ♦ Floorball is an invasive sport officially played with five field players and a goalkeeper on each side. It has similarities with both field hockey and ice hockey but also some similarities with other team ball sports. It is played with a plastic stick and a plastic hollow ball, with holes. Floorball is the sport of today and is becoming the universal sport of tomorrow. During the 25 years of floorball, the development and growth of the sport has been amazing. Since the first Floorball Federation was founded in 1981 in Sweden, the sport has spread all over the world and it is now played in over 60 countries.
- ♦ One of the reasons behind the popularity of floorball is the easiness to start playing: no specific skills are needed in the beginning and the rules are simple, you just need sport shoes, a stick and ball. Floorball can be played as a fitness sport where equality between the genders is well realized. Mixed floorball has been played since the early stages of the sport. In addition to school children and students, today many workplace and special interest groups have also taken up floorball, and the so called inter-company matches have come to stay.
- ♦ The main objective is to score as many goals as possible in the opponent's goal and of course to prevent the opponent from scoring in your own goal. The skill level of the players determines the team tactics of the game and sometimes, when less skill is involved the best tactic is to have no tactic at all and just play.
- ♦ The game area is surrounded by a rink but due to the great variability of the game, Floorball can be played almost anywhere, with a varied number of players on the field. Floorball is a fascinating sport with a lot of speed and excitement.
- ♦ Floorball is played in two versions
- ♦ kleinfeld version, which means 3 outfield players and a goalkeeper at each team. Court size 24x12m.
- ♦ Normal version, which means 5 outfield players and a goalkeeper at each team. Court size 40x20m.



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Special Olympics welcomes your ideas and comments for future revisions of this guide. We apologize if, for any reason, an acknowledgement has been inadvertently omitted.

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Planning a Floorball Training and Competition Season



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Goals

Realistic, yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation.

Benefits

- Increases athlete's level of physical fitness
- Teaches self-discipline
- Teaches the athlete sports skills that are essential to a variety of other activities
- Provides the athlete with a means for self-expression and social interaction

Goal Setting

Setting goals is a joint effort between the athlete and coach. Following are the main features of goal setting.

1. Structured into short-term, intermediate and long-term
2. Stepping stones to success
3. Must be accepted by the athlete
4. Vary in difficulty – easily attainable to challenging
5. Must be measurable

Long-Term Goal

The athlete will acquire basic floorball skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in floorball competitions.

Assessing Goals Checklist

1. Write a goal statement.
2. Does the goal sufficiently meet the athlete's needs?
3. Is the goal positively stated? If not, rewrite it.
4. Is the goal under the athlete's control and does it focus on his/her goals and no one else's?
5. Is the goal a goal and not a result?
6. Is the goal important enough to the athlete that he/she will want to work toward achieving it? Have the time and energy to do it?
7. How will this goal make the athlete's life different?
8. What barriers might the athlete encounter in working toward this goal?
9. What does the athlete need to learn how to do?
10. What risks does the athlete need to take?



Confirmation of Practice Schedule

Once your venue has been determined and assessed, you are now ready to confirm your training and competition schedules. It is important to publish training and competition schedules to submit to the interested groups below. This can help generate community awareness for your Special Olympics Floorball program.

- Facility Representatives
- Local Special Olympics Program
- Volunteer Coaches
- Athletes
- Families
- Media
- Management Team Members
- Officials

The training and competition schedule is not exclusive to the areas listed below.

- Dates
- Start and end times
- Registration and/or meeting areas
- Contact phone number at the facility
- Coaches phone numbers



Essential Components of Planning a Floorball Training Session

Special Olympics athletes respond well to a simple, well-structured training routine with which they can become familiar. An organized plan, prepared before you get to the field, will help establish such a routine and help make best use of your limited time. A recommended training plan is outlined below.

Warming Up/Stretching

- Every player warms up with a ball; i.e., low-intensity dribbling drills.
- Stretch each muscle group.
- Have players lead the stretching while coaches assist individual players when necessary.
- Finish the warm-up with a fun dribbling/tag game.

Skills Instruction

- Quickly review and practice previously taught skills.
- Introduce the theme of the skills activity.
- Demonstrate skills simply and dramatically.
- Divide into groups of six or less for practice.
- Physically assist and prompt lower ability players when necessary.
- Introduce and practice new skills early in the practice session.

Competition Experience

- Players learn a lot by simply playing the game. The game is a great teacher.
- Use minigames (one vs. one / three vs. three) to teach basic rules and game understanding.
- Use scrimmages to teach basic positions and restarts.
- Always allow at least 10 minutes of free play where the coach says nothing. Let them play.

Cool Down

- Slow run/walk/stretch.
- As the players cool down, comment on the session and the next game.
- Finish with a team cheer.



Considerations for Practice

- When designing practices, exercises and drills, consider the strengths and weaknesses of each player and your team as a whole. Choose activities that allow your players to improve their weaknesses and exploit their strengths in competition.
- Teach so that your players learn to help coach each other. Instruct them to watch for correct and incorrect techniques, movements and decisions when in pairs or groups. The feedback your players give each other will prove invaluable in developing team unity and help players develop a greater understanding of the game.
- Make practices fun. Design practices that hold players' attention. Use exercises and drills that your players enjoy. Use these exercises to lighten the load of hard work and to establish positive team attitude. When practicing drills, do enough to improve technique, yet not so much as to bore your athletes.
- Keep your talking to a minimum. Short, concise instructions are better than long explanations.
- Be willing to create or adapt drills to meet unique needs of your team. Skilled players master drills fairly quickly, so add some new twists to challenge these players.
- As you introduce new skills and techniques, you also need to review fundamental ones. Drills are a good vehicle for addressing your players' technical flaws.
- Introduce new skills early in the practice session, when players are fresh and attentive. Practice new skills for several days before incorporating them into more complex drills and game scenarios.
- And above all, be well organized.



Preparing for Practice

Your Practice Plan

Practice is where you teach, make mistakes, gain fitness, practice game strategy and tactics and prepare for the next contest. A successful practice plan creates an environment that helps you accomplish your goals. With your goals in mind, design your practices specifically to fulfill those goals. Be sure to determine the time needed for each phase of practice. However, be willing to make time adjustments, depending on specific circumstances.

You need to develop a season plan just as you develop your individual practice sessions. Take time to review weekly, tournament and league-play goals and objectives for your team. Write out these goals before the start of the season. Each practice session is one block of a performance block. The better each block fits with the others, the stronger and higher the blocks will grow.

Equipment Set-Up

Before each day's practice begins, determine the sequence of drills and where you will set up equipment. When possible, set up your practice field and equipment before the start of practice. Setting up and moving equipment can waste valuable practice time. Set up equipment early and assign different groups to bring out balls, cones, nets, goals and other equipment. You can also designate exercise captains to help organize players for drills, creating leaders within the team.

Coaching Grids

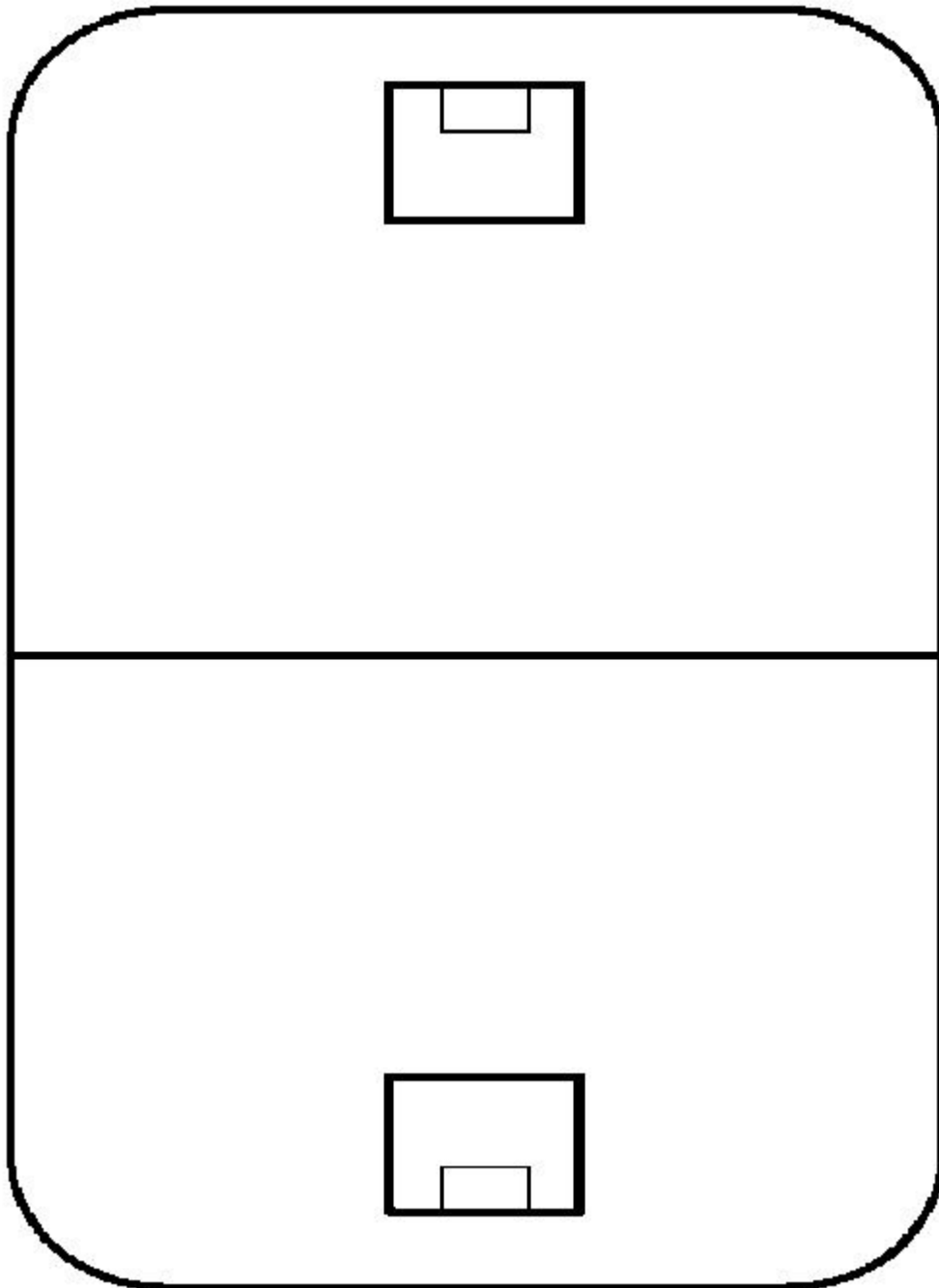
Grids are a great way to organize players and make maximal use of your practice field. They let you organize the field into distinct areas the size of which can be adapted to fit the skill level and number of the players involved. You can create grids by using cones, flags or other markers.

The game of floorball is about time and space. The best players can control the ball in little time and within a small space. Less skilled players need more time and greater space in which to perform. Coaching grids let you adjust the field of play according to the technical abilities of your athletes.

You can use the attached coaching grid to develop your own plays and game strategy.



Sample Coaching Grid





Principles of Effective Training Sessions

Keep all active	Athlete needs to be an active listener.
Create clear, concise goals	Learning improves when athletes know what is expected of them.
Give clear, concise instructions	Demonstrate – increase accuracy of instruction.
Record progress	You and your athletes chart progress together.
Give positive feedback	Emphasize and reward things the athlete is doing well.
Provide variety	Vary exercises – prevent boredom.
Encourage enjoyment	Training and competition is fun; help keep it this way for you and your athletes.
Create progressions	Learning is increased when information progresses from: <ul style="list-style-type: none"> • Known to unknown – discovering new things successfully • Simple to complex – seeing that “I” can do it • General to specific – this is why “I” am working so hard
Plan maximum use of resources	Use what you have, and improvise for equipment that you do not have – think creatively.
Allow for individual differences	Different athletes, different learning rates, different capacities.



Example of Practice

Minutes	What	How	Why	Equipment Required
0-5	Introduce yourself and explain what floorball is	Gather participants in a semi circle	To tell the participants what floorball is	A stick and a ball to show the equipment
6-15	Introduce yourself and explain what floorball is	Participants in a semi circle		A stick and a ball for each
16-25	Passing in pairs	Participants in pairs	To get familiar with the stick, the ball and the surface	A stick for each and one ball for one pair
26-35	Dribbling around Cones	Participants form two lines in each corner with one ball each, cones in a line by the side of the court. Participants start one at a time by going around the cones, covering the ball with the blade and body.	To learn how to handle the ball in movement and how to use the blade to cover the ball	Sticks, balls and cones
36-55	Game 3 vs. 3 depending on the number of people and size of court, or a mini tournament	Players divided in two teams, or in case of a mini tournament in four teams where each team plays against each other (game time according to the time left)	To have fun and to get familiar with the rules	Stick, ball, goal, posts (if no real goal cages), vest, one ball a whistle
56-60	Debriefing	Gather people in a semicircle and see that everyone pays attention	Make sure everybody has understood the main points of the session (basics, skills and rules)	



Tips for Conducting Successful Training Sessions

- Assign assistant coaches their roles and responsibilities in accordance to your training plan.
- When possible, have all equipment and stations prepared before the athletes arrive.
- Introduce and acknowledge coaches and athletes.
- Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- Alter the plan according to weather, and the facility, to accommodate the needs of the athletes.
- Change activities before the athletes become bored and lose interest.
- Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise, even if it is rest.
- Devote the end of the practice to a fun, group activity that can incorporate challenge and fun, always giving them something to look forward to at the end of practice.
- If an activity is going well, it is often useful to stop the activity while interest is high.
- Summarize the session and announce arrangements for next session.
- Keep the “fun” in fundamentals.



Tips for Conducting Safe Training Sessions

Though the risks can be few, coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of floorball. The safety and well-being of athletes are the coaches' primary concerns. Floorball is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

1. Establish clear rules for behavior at your first practice and enforce them.
 - Keep your hands to yourself.
 - Listen to the coach.
 - When you hear the whistle, "stop, look, and listen."
 - Ask the coach before you leave the field of play.
2. Make sure athletes bring water to every practice.
3. Check your first-aid kit; restock supplies as necessary.
4. Train all athletes and coaches on emergency procedures.
5. Review your first-aid and emergency procedures. Have someone who is trained in first aid and cardiopulmonary resuscitation on or very near to the field during practice and games.
6. Establish clear rules for behavior at your first practice.
7. Warm up and stretch properly at the beginning of each practice to prevent muscle injuries.
8. Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your practices active.
9. Make sure that players are physically matched in games where players go against each other, head-to-head, (e.g., one-on-one drills).



Floorball Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics Floorball is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below.

1. Host floorball games with adjacent local Programs.
2. Ask the local high school team if your athletes can compete with them in practice floorball games.
3. Join the local community floorball league, club and/or associations.
4. Create your own floorball league or club in your community.
5. Host weekly floorball games for the area.
6. Incorporate competition components, scrimmages at the end of every training session.



Simulate Game Situations

Floorball requires accurate and quick decision making. The ability to recognize situations, understand the game and make appropriate decisions is very important. Recognition skills are best learned in game settings. Create practice situations that emphasize skill and tactics likely to be encountered during a game. Practicing in a game-like setting will help your players learn to recognize when certain skills or tactics are appropriate.

Keep Away

Objective: One team attempts to keep possession of ball for as long as possible.

Steps

1. Mark a designated area of the pitch.
2. Create teams of unequal numbers with the larger teams having initial control of the balls.
3. One team will have one or more balls.
4. Player with ball moves only in marked area.
5. Player with ball may have unlimited contacts with ball for no longer than three seconds.



Joker

Objective: To get many shots at the goal and train your passing when attacking.

Steps

1. Eight players, 3 on each team, one goalkeeper and one JOKER
2. Make 2 teams with 3 players on each team, with different color of vests
3. The 2 teams shall attempt to gain control of the ball, and see if they can't make some shots at the goal.
4. The JOKER will be wearing a different colored shirt from the two teams, and the JOKER will always be on the team that is in control of the ball
5. The team with control of the ball will always have 4 players versus 3 on the defensive team.
6. If a team loses the ball, the JOKER will switch team to the other team, which now will be in control of the ball



Selecting Team Members

The key to the successful development of a traditional Special Olympics or Unified Sports team is the proper selection of team members. We have provided some primary considerations below.

Ability Grouping

Unified Sports floorball teams work best when all team members have similar sports skills. Partners with abilities that are far superior to other teammates will either control competition or accommodate others by not competing to their potential. In both situations, the goals of interaction and teamwork are diminished and a true competitive experience is not achieved.

Age Grouping

All team members should be closely matched in age.

- Within 3-5 years of age for athletes 21 years of age and under.
- Within 10-15 years for athletes 22 years of age and over.

For example, in floorball, an 8-year-old should not be competing against or with a 30-year-old athlete.

Creating Meaningful Involvement in Unified Sports

Unified Sports embraces the philosophy and principles of Special Olympics. When selecting your Unified Sports team you want to achieve meaningful involvement at the beginning, during and end of your sport season. Unified Sports teams are organized to provide meaningful involvement for all athletes and partners. Every teammate should play a role and have the opportunity to contribute to the team. Meaningful involvement also refers to the quality of interaction and competition within a Unified Sports team. Achieving meaningful involvement by all teammates on the team ensures a positive and rewarding experience for everyone.

Indicators of Meaningful Involvement

- Teammates compete without causing undue risk of injury to themselves or others.
- Teammates compete according to the rules of competition.
- Teammates have the ability and opportunity to contribute to the performance of the team.
- Teammates understand how to blend their skills with those of other athletes, resulting in improved performance by athletes with lesser ability.

Meaningful Involvement Is Not Achieved When Team Members

- Have superior sports skills in comparison to their fellow team members.
- Act as on-field coaches rather than teammates.
- Control most aspects of the competition during critical periods of the game.
- Do not train or practice regularly and only show up on the day of competition.
- Lower their level of ability dramatically, so that they do not hurt others or control the entire game.



Individual Skill Contest (ISC)

The Individual Skill Contest was developed for Special Olympics Floorball by Steen Houman, Jonas Hviid and Jesper Hviid and members of the Special Olympics Floorball Sport Resource Team.

This material has two purposes. First, the exercises can be used as an additional element of competition during tournaments. Here, athletes can compete with and against each other. Because the exercises are standardized, athletes will also be able to track their own progress over time.

The primary purpose of the ISC is to serve as a preliminary Divisioning tool that can provide a picture of the athletes' individual physical and technical abilities. Coupled with teammates' scores, it will give organizers an idea of the team's technical and physical abilities.

The ISC cannot stand alone, as the players' tactical ability and game intelligence are not measured, nor is it possible to see how the athletes interact within the team. These factors can be observed only in team play in a real Divisioning game.

The ISC consists of 6 different drills, the purpose of which is to measure the athlete's abilities in different technical and physical aspects of floorball. The athlete can score from 0-25 points in each drill and therefore 0-150 points in total.

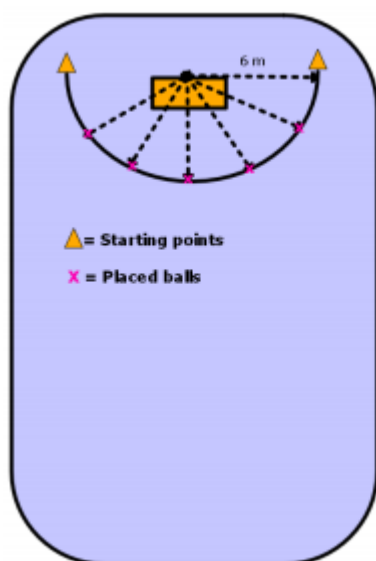


Drills:

- A. Shoot around the goal
- B. Receiving and passing
- C. Stickhandling 1
- D. Stickhandling 2
- E. Shoot for accuracy
- F. Flip pass over an obstacle



Drill A. Individual Skill Contest (Shoot Around the Goal)



1) Purpose:

To evaluate the athlete's shooting accuracy as well as the athlete's ability to score goals from any angle, given a time constraint

2) Equipment:

- Floorball stick,
- 5 balls
- Tape
- Tape measure
- Stopwatch
- Full-size floorball goal (160 cm x 115 cm)

3) Description:

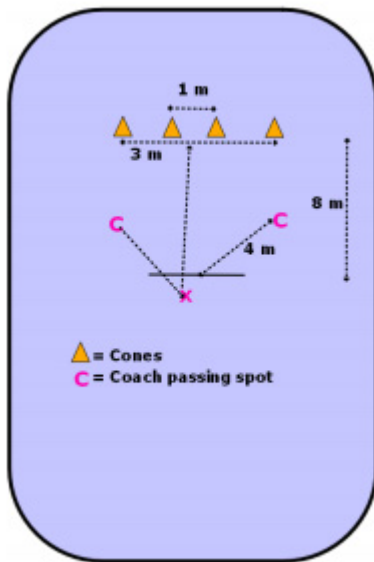
Each ball is placed on a spot 6 meters from the center of the goal-line. The spots should be equally spaced, 30 degrees apart on an imaginary semi-circle. The athlete decides on a starting point depending on whether he or she is right- or left-handed. On a given signal, the athlete moves toward the first ball and shoots toward the goal. The athlete then moves on to the next ball. There is a time limit of 15 seconds to complete all 5 shots.

4) Scoring:

Each ball which completely crosses the goal line into the goal is worth five points. The score is the total of the five shots; 25 points maximum. If a ball is prevented from crossing the line by a previously shot ball, and the official considers it to have been a goal, then the full five points is awarded.



Drill B. Receiving and Passing



1) Purpose: To evaluate the athlete's control and accuracy when receiving and passing the ball

2) Equipment:

- Floorball stick
- 5 balls
- Tape
- Tape measure
- Marker cones



3) Description:

The athlete receives the ball from a coach, who passes the ball from a four meter mark, from either the left or the right side (athlete's choice). The athlete then shows control by stopping the ball. The athlete then makes a pass from behind the 8 meter line. The athlete tries to pass the ball between the cones which are placed 8 meters from the passing line. The athlete has five attempts with a maximum score of 25 points.

4) Scoring

5 points: Control in receiving the pass, and then passing the ball in the 1 meter zone (between the center cones)

4 points: Control in receiving the pass, and then passing the ball in the 3 meter zone (between the outside cones, but not in the 1 meter zone)

3 points: Lack of control in receiving the pass, and then passing the ball in the 1 meter zone

2 points: Lack of control in receiving the pass, and then passing the ball in the 3 meter zone

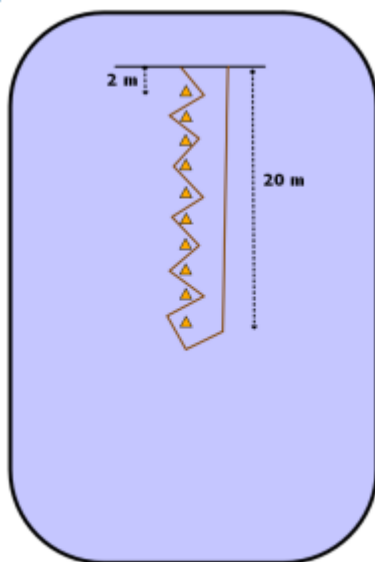
2 points: Control in receiving the pass, and the passing the ball outside of the 3 meter zone

1 point: Lack of control in receiving the pass, and then passing the ball outside of the 3 meter zone

0 points: No contact with the ball and no pass



Drill C. Stickhandling 1



1) Purpose: To evaluate the athlete's speed and ability to handle the ball

2) Equipment

- Floorball stick
- Ball
- 10 marker cones
- Tape
- Tape measure
- Stopwatch



3) Description:

Athlete runs with the ball between the cones, when the athlete passes the last cone he/she turns and runs in a straight line back across the starting line. The distance from the start/goal line to the last cone shall be 20 meters. The cones shall be placed in a straight line at an interval of two meters. The time stops when the athlete reaches the start/goal line after completing the course.

4) Scoring:

Any cone missed or hit adds an extra second to the athlete's time

25 points: Time below 10.00 seconds

20 points: Time between 10.00-11.99 seconds

15 points: Time between 12.00-13.99 seconds

10 points: Time between 14.00-15.99 seconds

5 points: Time between 16.00-19.99 seconds

0 points: Time above 20 seconds



Drill D. Stickhandling 2



1) Purpose: To evaluate the athlete's ability to handle the ball

2) Equipment:

- Floorball stick
- Ball
- Stopwatch
- Tape (if the field does not have any usable lines)
- Tape measure (if the field does not have any usable lines)



3) Description:

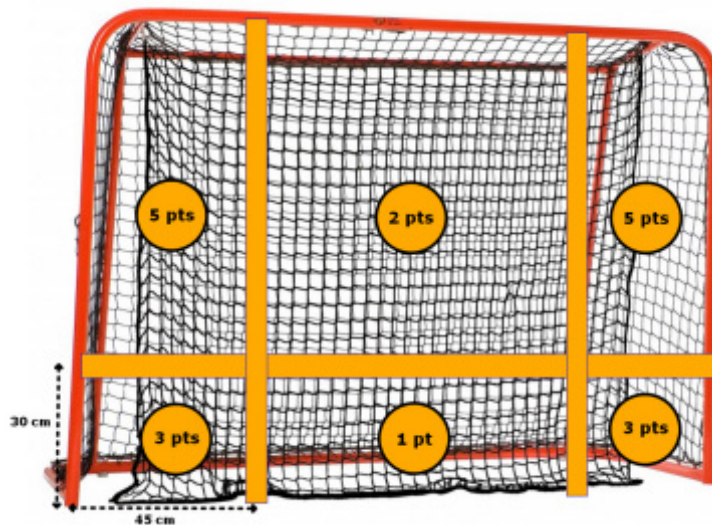
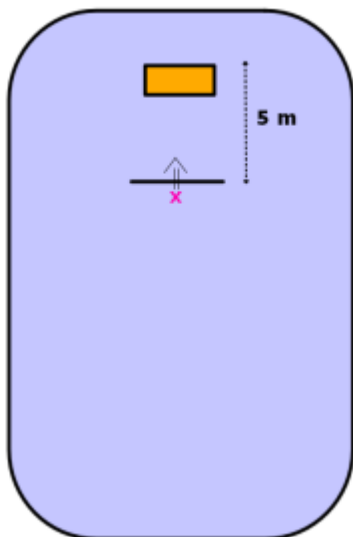
The athlete has to dribble the ball (from backhand to forehand) across two lines as many times as possible in 20 seconds. The two sidelines of a badminton court could be used, or else two lines are marked on the floor with 45 centimeters between them. The athlete has three tries, the best of which counts as the final score.

4) Scoring:

- 25 points: more than 40 dribbles across
- 20 points: 35-39 dribbles
- 15 points: 30-34 dribbles
- 10 points: 20-29 dribbles
- 5 points: 10-19 dribbles
- 0 points: 0-9 dribbles



Drill E. Shoot for Accuracy



1) **Purpose:** To evaluate the athlete's shooting accuracy and ability to lift the ball

2) **Equipment:**

- Floorball stick
- 5 balls
- Full size floorball goal (160 cm (w) x 115 cm (h))
- Solid tape or rope





3) Description:

The athlete takes five shots on goal, all of which should be taken from a line placed five meters from and directly in front of the goal. The athlete can choose any type of shot. Six sections are defined within the goal by rope or tape as shown in the diagram above. The vertical ropes or tape are placed 45 cm in from each goal post. The horizontal rope or tape is placed 30 cm above the floor. (a second horizontal tape or rope could be placed on the floor in order to keep the vertical lines in place.)

4) Scoring:

5 points: Any shot entering the upper left or right section

3 points: Any shot entering in the bottom left or right section

2 points: Any shot entering the upper middle section

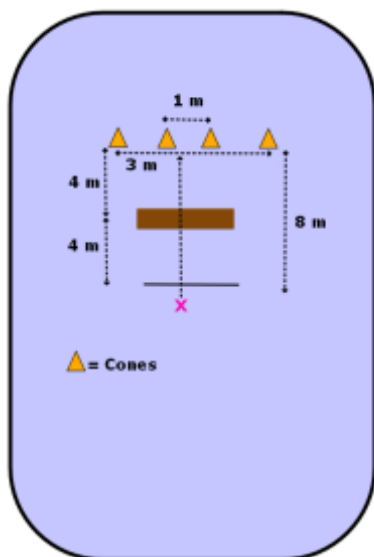
1 point: Any shot entering the lower middle section

0 points: Any shot failing to enter the goal

Each shot must completely cross the line into the goal for the athlete to receive any points. The only exception would be if the rope or tape prevents the ball from crossing the goal line. In such case, the athlete is given the points for the higher section (posts not included). The score is the total of the five shots, 25 points maximum.



Drill F. Flip Pass Over an Obstacle



1) Purpose: To evaluate the athlete's control and accuracy when flip passing (lift passing) the ball over an obstacle

2) Equipment:

- Floorball stick
- 5 balls
- Obstacle (bench or other obstacle with a height of 25-30 cm and a minimum of 3 meters in length)
- Tape
- Tape measure
- 4 marker cones



3) Description:

From a stationary position 8 meters from the cones, the athlete attempts to flip pass the ball over the obstacle and in between the cones. The ball has to touch the floor in the landing zone (between the obstacle and the cones).

4) Scoring:

5 points: Flip pass over the obstacle, touching in the landing-zone and in the 1 meter zone (between the two center cones)

4 points: Flip pass over the obstacle, touching in the landing zone and into the 3 meter zone (between the two outside cones, but not in the 1 meter zone)

3 points: Flip pass over the obstacle, but long of the landing zone, and in the 1 meter zone

2 points: Flip pass over the obstacle, but long of the landing zone, and in the 3 meter zone

2 points: Flip pass over the obstacle, touching in the landing zone, but outside the 3 meter zone

1 point: Ball hits the obstacle, but does not travel over the obstacle.

0 points: Pass misses the obstacle on either the left or right side.



Floorball Goalkeeper Attire

Goalkeeper

The goalkeeper is the team's last line of defense, making it one of the most important positions, if not the most important, on the field. Strong goalie play can foment trust among teammates and inspire them to play to the best of their abilities. Therefore, it is very important for the coaching staff to engage and involve goalkeepers in a practice session so that their abilities and skills can be developed. Goalkeeping skills can be easily overlooked during practice, so organizing the session in such a manner that it will be valuable for all players should be a high priority.

Gloves

It is up to the goalkeeper to decide whether to use gloves. In the beginning of a practice session, and especially for junior players, it is highly recommended to use gloves in order to prevent injuries. The gloves should be tight and should not affect the release of the ball when throwing. There are gloves made especially for floorball, but other gloves suitable for goalkeeping can also be used.



Face Mask

The mask should fit the goalkeeper's head. The visor should offer good visibility but the holes should not be so large that they would let the blade or a ball pass through.

Pads

Pads are used on the knees and elbows mostly to prevent strain injuries. Pads should be firm so that they don't slide during the practice or game, but should not be so tight that they would restrict movement. Chest shields, or shirts that have pads in front, are also recommended.

All floorball equipment manufacturers make pads, but for a beginner, a thick layers of clothes will suffice. In the long run, however, the use of special made equipment is best.

Pants

Pants made especially for the sport have extra padding in front and are composed of polyester and nylon. In the beginning, any long pants that allow movement will do instead of special made goalkeeper pants.

Shirt

The shirt has long sleeves and extra padding in front to cover the chest and stomach area. There should be a collar to cover the throat as well.





Outfield Player Attire

Shirts

Shirts are best when they are loose fitting and made of light material. Short-sleeved shirts are recommended. The player's number is required on the back of the shirt in all official competitions.

Shorts

Shorts that are made of light, water-resistant nylon/polyester and have plenty of leg room are best.

Socks

Long, knee-length socks are often used in match play.

Shoes

Indoor shoes are recommended.

No jeans, high tops, jewelry or watches!



Floorball Equipment

Each player should have their own stick, but it's highly recommended to have a number of sticks that new players can borrow when they attend training sessions.

After a while they often will buy their own stick.

Remember to have both left- and right-handed sticks available.

Right Stick



Left Stick



A set of vests is essential when taking part in any kind of team activity. The brightly colored vests help players distinguish teammates from opponents, which is especially important for beginning Special Olympics athletes. Vests should be the slip-over type rather than the tie type that can be difficult to put on.

Planning a Floorball Training and Competition Season

Floorball Equipment

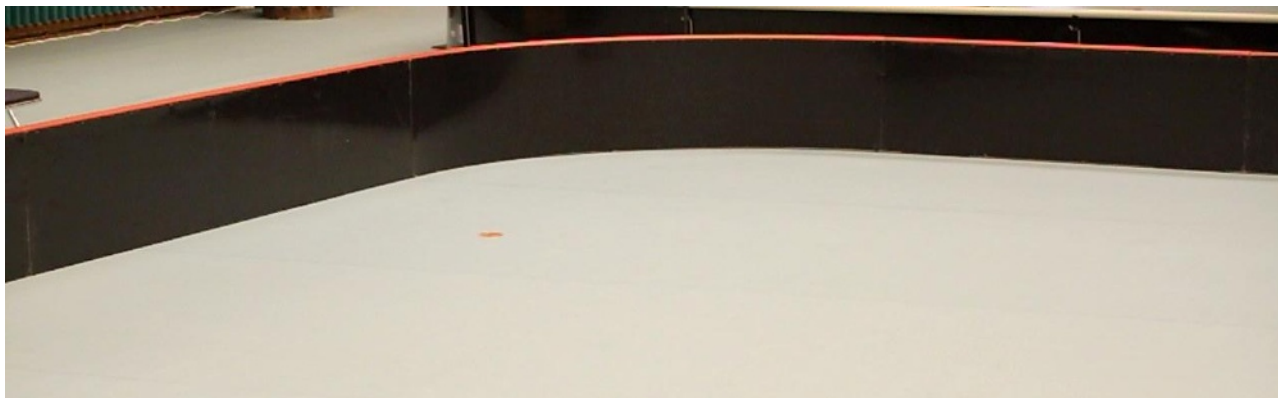


Plastic marker cones (12) are needed to mark playing areas and goals. It is almost impossible to run a training session without some kind of marker cones. Cones come in various sizes.

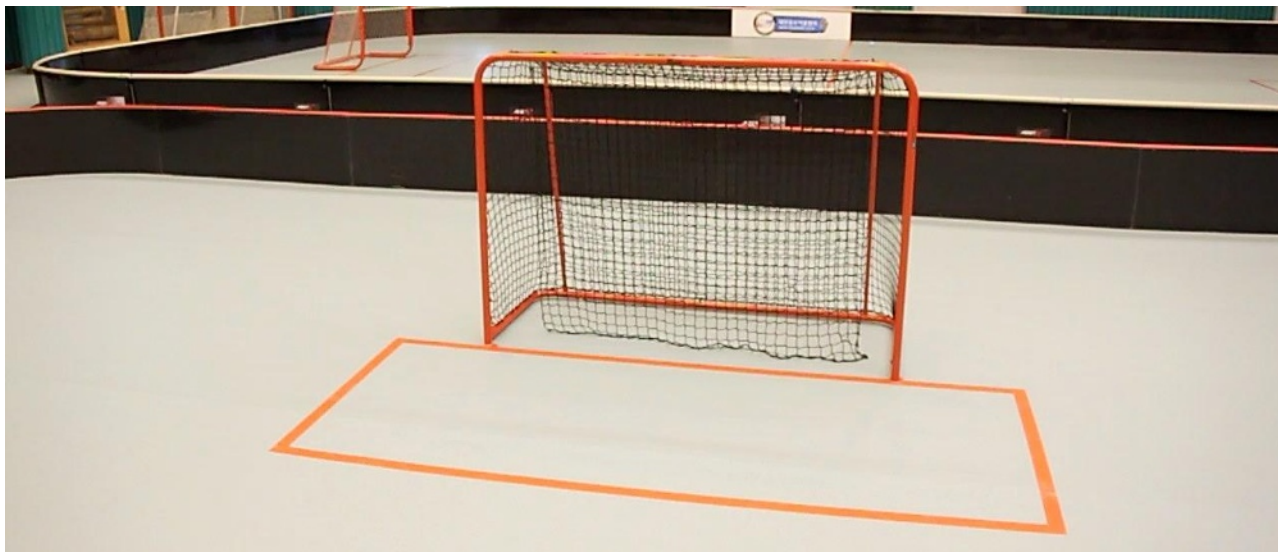
A whistle is useful for organizing players and for refereeing scrimmages. Coaches should use verbal commands whenever possible; however, some players respond better to the sound of the whistle.

A clipboard with the day's training session plan will help you stay organized and keep you on track. Once a training session has started, it is easy to forget where you are going next unless you have a copy of the session plan.

Rinks

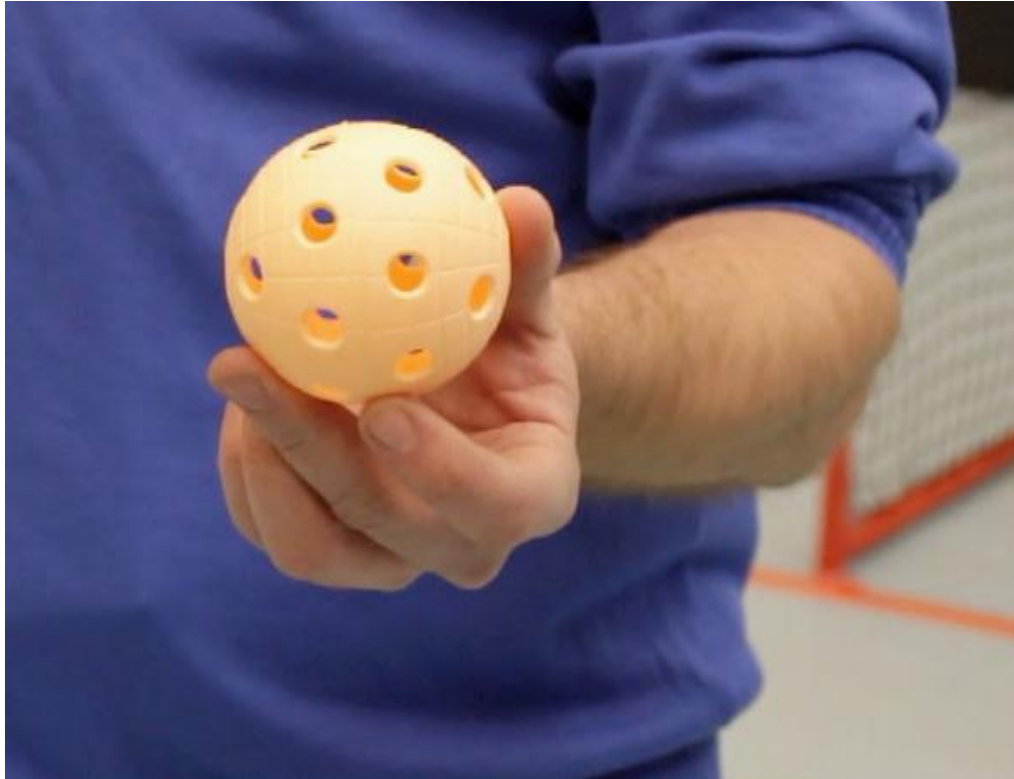


Goals





Ball



Stick

The shafts are usually made of fiberglass, polycarbonate or carbon fiber, making them very light and long-lasting. They usually weigh about 150-250 grams. For beginners, a more flexible (28-32mm) shaft is recommended because it enables easier control of the ball, although a stiffer shaft can generate a more powerful shot. The shaft also includes a replaceable grip, which is used to get a better control of the stick.

The length of the shaft is another important factor when choosing a stick, because it has a clear impact on the safety of the game and on learning skills. The length of the stick should be considered relative to the height of the player; this can be measured by holding the stick vertically in front of the player. For children, it should reach the sternum and for adults, the belly button. Recommended lengths for different player heights are listed below:

Player Height (cm)	100	110	120	130	140	150	160
Stick Length (cm)	75	80	85	90	100	105	110

You can buy sticks that are from 80 cm to 100 cm straight from the store, but if you want to cut them yourself, it should be done from the upper end of the stick. Take off the grip and the cap and use a saw to cut.

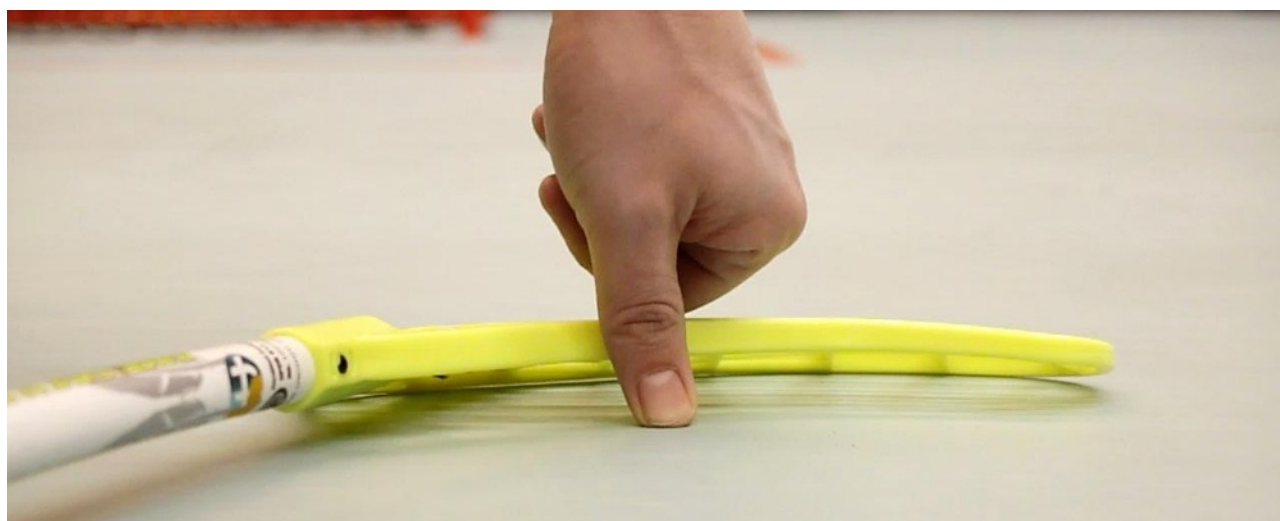
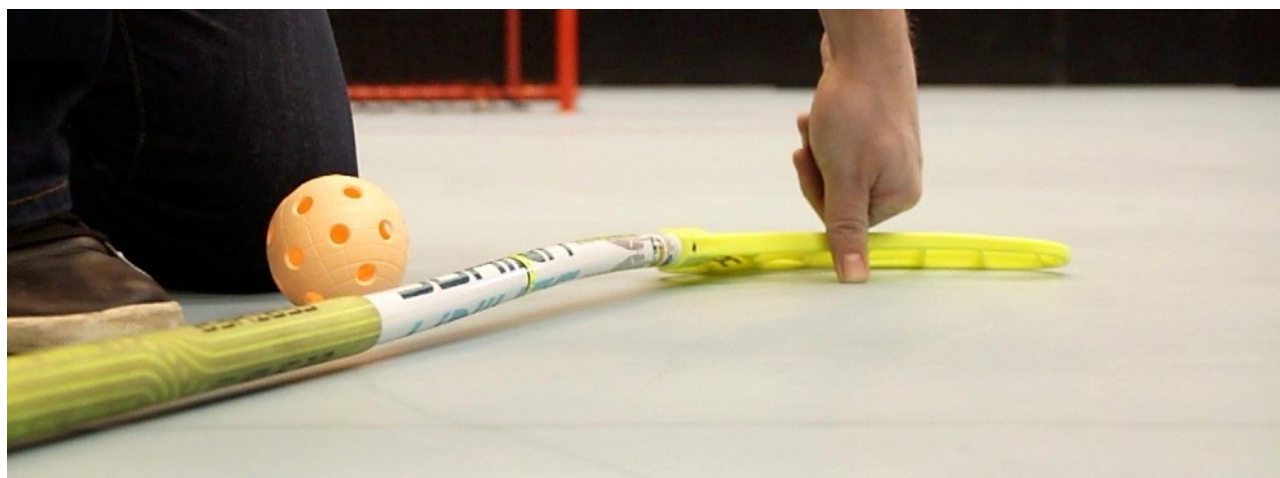


The Blade

The blades are usually manufactured from different plastic compounds (PE, HDPE) or from nylon compound (PA).

Some manufacturers also use fiberglass and carbon fiber. Different materials make the blade hard or soft; soft blades are good for stick handling and the harder ones are better for shooting. The color does not necessarily reveal anything about the qualities of the blade. The shape and size of the blade also vary considerably from one brand to the next. Molding the blade a bit will help with ball handling. The blade can be molded to suit each player provided it conforms to the following guidelines: the blade can be bent, but it cannot be sharp and the hook shall not exceed 30mm; playing with a melted or broken blade is not allowed.

A stick purchased from a store will usually come with a straight blade. To mold it, use a heat gun, a towel or glove and some cold water in a bucket. First, heat the blade from both sides. It will soften very rapidly, so be careful not to melt it. Then when the blade is soft enough, it can be molded to the desired shape (use the glove or towel because the blade will be hot). Then put it in cold water right away so that it keeps its shape.





***Special
Olympics***

FLOORBALL COACHING GUIDE

Teaching Floorball Skills



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Warming Up

You can vary the warm up, depending on what comes next!

Pre-Training

If you have a training session, it's a very good idea to have floorball drills as part of your warm up. Look at the chapter drills, here you will find several floorball drills that can be used for a warm up.

Pre-Game (match 3 x 20 minutes)

If you have a game, we recommend to start a traditional warm up

Pre-Tournament

(2-5 matches, each match approximately 15 minutes)

If you are having a tournament with 2-5 games per day, then start with the long warm up. After a match, make sure the players are wearing sweatshirts and sweatpants to keep warm. When the next match starts, use floorball drills as a warm up.

General

A warm-up period is the first part of every training session or preparation for competition. The warm-up starts slowly and systematically and gradually involves all muscles and body parts that prepare the athlete for training and competition. In addition to preparing the athlete mentally, warming up also has several physiological benefits.

Floorball is an active and physically demanding game. The importance of a warm-up prior to exercise cannot be overemphasized. A warm-up raises the body temperature and prepares the muscles, nervous system, tendons, ligaments and the cardiovascular system for upcoming stretches and exercises. The chances of injury are greatly reduced by increasing muscle elasticity. A player must always be ready and capable to produce 100 percent of effort from the kickoff. There are three types of warm-up.

Passive warm-up involves increasing the temperature by external means, such as massages, heating pads, steam baths or hot showers. Athletes with physical limitations may benefit from passive warm-up.

General warm-up increases overall body temperature through movement of major muscle groups that may or may not be associated with the upcoming activity; for example, jogging.

Specific warm-up concentrates on the positions of the body to be used in the upcoming activity and mimics that activity; for example, swinging the leg as if shooting.

- Raises body temperature
- Increases metabolic rate
- Increases heart and respiratory rate
- Prepares the muscles and nervous system for exercise

Teaching Floorball Skills

Warming Up



The warm-up is tailored for the activity to follow. Warm-ups consist of active motion leading up to more vigorous motion to elevate heart, respiratory and metabolic rates. It is also useful to warm up as a team. This strengthens the player's sense of belonging within the team structure. A warm-up period will include the following basic sequence and components:

Activity	Purpose	Time (minimum)
Slow aerobic run	Heat muscles	5 minutes
Stretching	Increase range of movement	10 minutes
Floorball Drills	Coordination preparation for training/competition	10 minutes

Running

Running is the first exercise of an athlete's routine. Athletes begin warming the muscles by running slowly for three to five minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The run starts out slowly, and then gradually increases in speed to its completion; however, the athletes never reach even 50 percent of their maximum effort by the end of the run. Remember, the sole objective of this phase of the warm-up is to circulate the blood and warm the muscles in preparation for more strenuous activity.



Stretching

Stretching is one of the most critical parts of the warm-up and an athlete's performance. A more flexible muscle is a stronger and healthier muscle. A stronger and healthier muscle responds better to exercise and activities and helps prevent athlete injury.

Although it is important to warm up all muscles, the most important muscles in floorball are groin, hamstring, thigh, calf, wrist, shoulders and Achilles. Players are encouraged to take their time and ease into stretches. Sharp, sudden movements can cause damage and injury to athletes. It is also important to maintain steady breathing while stretching—breath in through the nose and exhale through the mouth.

Floorball Drills

Drills are progressions of learning that start at a low ability level, advance to an intermediate level and, finally, reach a high ability level. Encourage each athlete to advance to their highest possible level.

Kinesthetic movements are reinforced through repetitions of a small segment of the skill to be performed. Many times, the actions are exaggerated in order to strengthen the muscles that perform the skill. Each coaching session should take the athlete through the entire progression so that they are exposed to the total of all of the skills that make up an event.

Sample Warm-Up Routine

Easy Aerobic Run
Flexibility Stretches
Triceps Stretch
Side Stretch
Groin Stretch
Supine Hamstring Stretch
Hamstring Stretch
Seated Saddle Stretch
Hurdler's Stretch/Reverse
Quad Stretch
Abdominal Stretch
Toe Pointers
Mobility Stretches
Forward-&-Back Leg Swings
Side Swings
Lunges
Rhythm Drills
Easy Skipping
High Knees
High Skipping
Jogging Butt Kicks
Skipping Kicks



The Cool-Down

The cool-down is as important as the warm-up; however, it is often ignored. Abruptly stopping an activity may cause pooling of the blood and slow the removal of waste products in the athlete’s body. It may also cause cramps, soreness and other problems for Special Olympics athletes. The cool-down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience. The cool-down is also a good time for the coach and athlete to talk about the session or competition.

A thorough cool-down also disperses most of the lactic acid that accumulates in the muscles during a hard workout. Not cooling down properly after intense exercise leads to stiff and painfully sore muscles the next day.

Activity	Purpose	Time (minimum)
Slow aerobic run	Lowers body temperature Gradually reduces heart rate	5 minutes
Light stretching	Removes waste from muscles	5 minutes

The warming up and cooling down process is of paramount importance to the well-being of the player’s safety, and role of the coach is to make sure that the player has adequately followed his instructions.



Stretching

Flexibility is a major element to an athlete's optimal performance in both training and competing. Flexibility is achieved through stretching, a critical component in warming up. Stretching follows an easy aerobic jog at the start of a training session or competition.

Begin with an easy stretch to the point of tension, and hold this position for 15-30 seconds until the pull lessens. When the tension eases, slowly move further into the stretch (developmental) until tension is again felt. Hold this new position for an additional 15 seconds. Each stretch should be repeated 4-5 times on each side of the body.

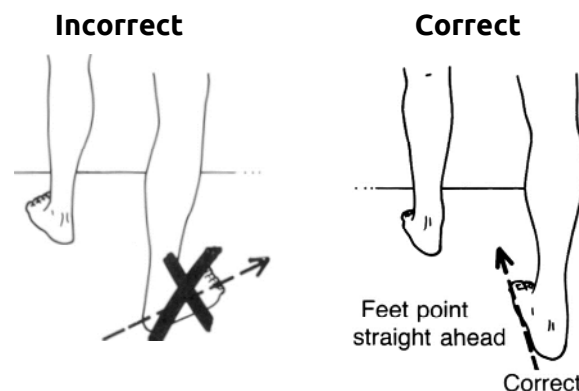
It is also important to continue to breathe while stretching. As you lean into the stretch, exhale. Once the stretching point is reached, keep inhaling and exhaling while holding the stretch. Stretching should be a part of everyone's daily life. Regular, consistent, daily stretching has been demonstrated to have the following effects:

1. Increases the length of the muscle-tendon unit
2. Increases joint range of motion
3. Reduces muscle tension
4. Develops body awareness
5. Promotes increased circulation
6. Makes you feel good

Some athletes, like those with Down syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range. Several stretches are dangerous to perform for all athletes and should never be part of a safe stretching program. These unsafe stretches include the following:

- ♦ Neck Backward Bending
- ♦ Trunk Backward Bending
- ♦ Spinal Roll

Stretching is effective only if the stretch is performed accurately. Athletes need to focus on correct body positioning and alignment. Take the calf stretch, for example. Many athletes do not keep the feet forward in the direction that they are running.





Another common fault in stretching that athletes make is bending the back in an attempt to get a better stretch from the hips. An example is a simple sitting forward leg stretch.

Incorrect



Correct



As you can imagine there are a host of stretches and variations to them to achieve your goals. However, we will focus on some basic stretches, highlighting major muscle groups. Along the way, we will also point out some common faults, illustrate corrections and identify stretches that are more event specific. In addition, we will also have some reminders to keep breathing while stretching. We will start at the top of the body and work down to the legs and feet.

Coaching Tips

- Try to have a low player/coach ratio
- It is important that coaches and assistants make sure that stretches are being done effectively and are not harmful to the athlete. To do this may require direct, individual physical assistance, particularly with lower-ability players.
- Some stretches require a good sense of balance. If balance is a problem, use stretches that can be done while in a sitting or prone position.
- Coaches should attend to athletes doing the exercises improperly, as well as provide personal attention and reinforcement to those doing them effectively.
- Use stretching as a “teachable moment” with your athletes. Explain the importance of each stretching exercise and which muscle group is being stretched. Later, ask the athletes why each stretching exercise is important.



Stretching – Quick Reference Guidelines

Start Relaxed

Do not begin until relaxed and muscles are warm

Be Systematic

Start at the top of body and work your way down

Progress from General to Specific

Start general, then move into event-specific exercises

Easy Stretching before Developmental

Make slow, progressive stretches

Do not bounce or jerk to stretch farther

Use Variety

Make it fun Work same muscle, yet with different exercises

Breathe Naturally

Do not hold breath, stay calm and relaxed

Allow for Individual Differences

Athletes start and progress at different levels

Stretch Regularly

Always include in warm-up and cool-down

Stretch while at home too



Aerobic Fitness for Floorball Players

Floorball requires running for extended periods of time; therefore, your players must be able to produce energy aerobically. Aerobic fitness is important for three primary reasons. Although floorball players, need to be aerobically fit, they do not need to be distance runners. Be balanced in your approach to fitness. Set standards, yet do not place fitness ahead of the ultimate goal of developing good floorball players and a good floorball team. A fit, skilled team is much more powerful than a fit, unskilled team. Following are some of the benefits of aerobic fitness:

1. Creates good cardiovascular capacity and strengthens muscles and tendons
2. Allows players to run at a steady pace without incurring oxygen debt, getting really tired and unable to recover
3. Allows your players to recover quickly from short sprints, making them more effective in the game

Aerobic fitness is best developed during preseason training. However, if your schedule cannot be extended to include fitness in the preseason, you can integrate fitness exercises and activities into your weekly training sessions. This can be achieved through steady pace runs, ball skill drills or fitness circuits.

Sample Aerobic Fitness Activities

Many floorball drills will be with physical activity in order to train this aspect. Go to the sections with drills.



Anaerobic Fitness for Floorball Players

Floorball demands both aerobic and anaerobic capacity. During games, floorball players must be able to sprint hard, recover quickly and then sprint hard again. Anaerobic training starts once your athletes have developed basic aerobic fitness, because recovery capacity is developed by increasing aerobic fitness. In floorball, the demand for anaerobic speed is relatively short. The important point here is the ability of the player to recover quickly from multiple bursts of speed.

Sample Anaerobic Fitness Activities

In many floorball drills, you can set a pace for athletes' running/movement during the drills.



Strength Training in Floorball

Strength training is important for floorball players. The basic elements of speed, mobility and endurance are all functions of muscular strength. According to the President's Council on Physical Fitness and Sports, improvements in absolute muscular endurance, motor ability and athletic abilities are directly associated with an individual's muscular strength.

Strength training for floorball usually has two purposes:

1. Improving overall strength
2. Developing muscle balance and preventing athlete injury

Floorball running requires significant anaerobic energy which is directly related to muscle strength. Therefore, a muscle with greater strength can respond better to race challenges without incurring extreme fatigue and requiring a longer recovery period. Basically, strength training improves an athlete's ability to run fast and produce anaerobic energy. Floorball players need to be able to run fast, sometimes very fast.



Skill Progression – Passing and Receiving

Your Athlete Can:	Never	Sometimes	Often
Attempt to control ball with the stick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bring rolling ball under control, using underside of foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control ball with chest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Control ball with thigh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cushion ball with chest or thigh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distribute body weight so that they are able to move backward, forward or sideways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge ball flight speed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose the right technique and body surface to control ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			



Holding the Stick

There are two different sides of the stick – left and right, depending on the hand which is lower when holding the stick. Usually this decision is made based on whether a player is left- or right-handed. Most Floorball players use a left stick because they are right-handed. However, the stick should be chosen based on which side feels more natural. Previous experience with other sports might affect how you hold the stick. For example, field hockey players tend to choose a right stick. A very good way to help players choose which sided sticks they should use is to place the stick in front of the player and ask him or her to pick it up with just one hand. If the athlete picks it up with the right hand, it would be advisable to start playing with a left-sided stick. By comparison, most tennis players who are right-handed play with the racket in the right hand.

Right Stick



Left Stick





Individual Technique

In order to play the game, you need to know how to execute certain skills. These skills are:

- Passing and receiving
- Shooting
- Dribbling



Passing and Receiving

Level 1

The most important thing to emphasize for beginners in passing is that the objective of each pass is for the receiver to gain instant possession of the ball. Therefore each pass should be accurate and the hardness should be suited to the situation. Technically the important things in passing and receiving are the posture and the grip. The posture should be game-like.

- Legs shoulder width apart with one foot slightly forward
- Center of gravity low with bent knees and straight back
- Head up
- Blade on the floor
- A steady two-handed grip: upper hand covering the whole upper end, the lower hand at least 20 cm from the upper hand

The posture and grip change slightly according to different techniques but one thing that remains is the cushion and softness when handling the ball. The distance between players is an important factor while defining the speed and hardness of the pass. All other objects, such as the opponent, sticks and boards should also be noticed while determining the right passing technique.

Passing position

- Side-on position
- Feet alongside each other slightly apart with knees bent
- Head up
- Ball close to the blade

Backhand Pass



Push Pass





Teaching Floorball Skills Passing and Receiving

Pass	Grip	Execution	When
Forehand Pass -with follow through	Steady two-handed grip with the lower hand close to the lower edge of the grip	Steady two-handed grip with the lower hand close to the lower edge of the grip	Steady two-handed grip with the lower hand close to the lower edge of the grip
Forehand Pass -short	Forehand pass -short	The touch of the ball is very short. The ball is released from the blade without follow through. On the level of the front foot If the ball is hit too much in front or the angle of the blade is too big, the ball will go up in the air.	The pass is fast and accurate and can be executed from almost any position and in small and tight situations
Backhand pass -long	The grip is two-handed, but hands are closer together than in forehand pass	The grip is two-handed, but hands are closer together than in forehand pass.	Backhand pass is used when passing from forehand side is obstructed by the opponent
Backhand Pass -short	Backhand pass -short	All the previous passes can be executed in the air. In aerial passes, the touch with the ball is crucial and the height of the pass is determined by the angle of the blade. The ball is passed slightly in front of the front foot. The speed of the hit is determined by the backswing. The blade slides along the surface in a straight line towards the ball. The blade is angled back the moment it strikes the ball.	All the previous passes can be executed in the air. In aerial passes, the touch with the ball is crucial and the height of the pass is determined by the angle of the blade. The ball is passed slightly in front of the front foot. The speed of the hit is determined by the backswing. The blade slides along the surface in a straight line towards the ball. The blade is angled back the moment it strikes the ball.
One-Hand Pass -backhand -forehand	Grip with only upper hand used	A short backswing used before hitting the ball with either back- or forehand side depending on the situation. The blade should not be lifted higher than knee level.	A short backswing used before hitting the ball with either back- or forehand side depending on the situation. The blade should not be lifted higher than knee level.

Teaching Floorball Skills

Passing and Receiving



Receiving a Pass

- Cushion is the most important aspect of receiving a pass
- Both stick and body can be used to receive or control a pass. Both these methods must be practiced frequently, especially during level 1.
- The ball should be received with the blade (waiting for the ball close to the front foot), moving the blade backwards while making contact with the ball (soft hands) – this will give the player immediate control and stop the ball from hitting the blade and bouncing away
- The ball should be received in front of the body
- Receiving aerial passes demands good ball handling skills
- The body can also be used to capture an aerial pass (chest, thighs, feet)
- Receiving the ball correctly might open gaps in the defense and create scoring opportunities

Level 2

Once the players have learned the passing techniques, the coach can add more difficult exercises to the practice. Game situations should be brought into exercises, and it should be explained why passing and receiving are important skills, and in which types of situations these skills are crucial.

Since ball movement tends to happen faster in games than in practice, game speed should be incorporated into more advanced ball movement drills. For younger players, it is essential to understand that each ball should be passed so that the receiver is able to gain possession of the ball instantly.





The next thing to emphasize is passing while moving and timing. The coach should always encourage the players to:

- Pass in motion
- Always continue motion after a pass
- Receive a pass in motion by moving toward the pass or sideways – do not wait for the ball to come to you
- As a ball carrier to keep your head up to locate other players
- As a non-ball carrier to create passing lanes by moving
- Be ready to pass or receive a pass
- As a non-ball carrier to show the ball-carrier where to pass, by pointing with a stick or by using other signals
- Shoot straight from a pass when possible



Shooting


Level 1

The technique for shooting is the same as it is for passing, only more power is used. The grip and posture should remain the same as in passing techniques. Shooting should be emphasized early at the start of a player's career, because the fact is that most of the goals are the product of a shot. Also it should be made clear from the beginning, from where to shoot and what kind of a shot is the most appropriate according to the situation and the position of the player. Even young players should be taught to shoot from different and unfamiliar positions. Also shooting from straight passes, both floor and aerial should be included in each practice. One-timers will make it more difficult for the goalkeeper to react when moving sideways, and the defensive team to predict the shot. Shooting straight from the pass demands good passing skills, which should also be mastered.







Teaching Floorball Skills Shooting

Shot	Grip	Execution	When	Pros	Cons
Long wrist shot/drag shot	Same as in passing -forehand	<p>With the opposite side foot in front, weight is on the back foot. The blade has a long back drive along the surface and the ball is released on the level of the front foot. At the end of the shot, the blade should be pointing toward the goal, and the weight should be transferred totally to the front foot.</p> <p>If the shot is shot from protection with rotation of the upper body, it helps the movement if the same side's foot is in front on the shooting side.</p>	When a player has time to aim and shoot, usually forward from the side (especially from rotation)	Accurate	The back drive takes a long time to execute
					
Short wrist shot	Same as above	Chest should be toward the goal with the same side foot in front on the shooting side. The ball is released from the blade close to the foot in front.	When a player has gained position close to the goal, straight from a pass	Accurate and fast, it can be shot from even bad positions; goalkeeper has less time to react than in other shots	Player has to be close to the goal

Teaching Floorball Skills



Shooting



Shot	Grip	Execution	When	Pros	Cons
Forehand drive	Hands closer to each other than in the wrist shot	At the time of the shot, the ball should be in front of the body and slightly to the side, with the opposite side foot in front to gain the rotation of the upper body. The ball shouldn't be as close to the body as in the wrist shot. The ball is hit with the blade's heel so that the ball is lifted up in the air. The backswing might look a bit like a golf backswing. It can also be shot with a shorter backswing and not as hard to increase accuracy.	When a player has time to take the shot, mostly used by defenders from the middle zone	Good long distance shot when there are players screening the goalkeeper	The back swing takes time
					



Teaching Floorball Skills Shooting

Shot	Grip	Execution	When	Pros	Cons
Slap shot	Wider grip similar to wrist shot grip	With the opposite side foot in front, the player takes a wide stance with weight on the front foot. The back swing should be quite long but the stick shouldn't go above waist level. Just before hitting the ball, the blade should touch the floor and be pointing toward the goal at the end of the shot.	When the player has time to prepare for the shot, also defenders from the middle zone	Hard and unpredictable, especially when there is a player screening the goalie	Takes time to shoot
<div style="display: flex; justify-content: space-between; align-items: center;">  <div data-bbox="1170 695 1370 806" style="background-color: #ccc; padding: 5px; border: 1px solid #000; text-align: center;"> WATCH VIDEO </div> </div>					
Backhand shot	Hands close to each other	The same side foot is in front with the same side shoulder usually facing the goal. This shot can also be executed with the back facing the goal. The blade touches the ball on the level of the front foot, or slightly in front of it.	When the player does not have the position to shoot from the forehand side, or if the opponent has blocked the forehand side.	Unpredictable for the goalkeeper, especially when only one hand is used; can also be shot with back facing the goal.	Player has to be close to the goal, usually shot from very short distance
					



Shooting Sectors

It is also good to go through the best scoring sectors in the early stage and always encourage the players to gain toward those areas and shoot whenever there is a chance.

1 = The best sector in the slot, close to the net, great opportunity to shoot in rebounds and steer in long distance shots

2 = The second best sector, bigger area for the goalkeeper to cover, good for sideways passes (one timers) forcing the goalkeeper to move sideways but no chance to reach the ball

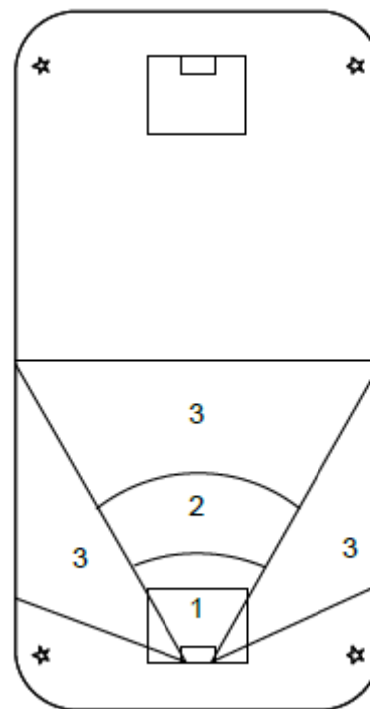
3 = Long distance shots and shots from a small angle might surprise the goalkeeper but are usually saved or blocked

Level 2

After learning the technically correct way to shoot and from where to shoot, the most important things to know are how to time the shot and how to choose the best shot according to the situation and position. Secondary goals include practicing the timing of the shot and finding a way to be in a good shooting position. Making these types of split-second decisions in game situations demands skill and reaction speed. To practice these components together, it is best to bring more players into the drills.

Adding a defender to cover the shot makes the situation more game-like. Hardly ever does a player have an open space for a shot in a game, so practicing shooting under pressure will facilitate better scoring opportunities in the game. Adding another offensive player provides another passing option for the ball carrier. Therefore passing skills, as well as a readiness to pass the ball, are also required.

Assisting the ball carrier to shoot is another relevant skill. As an offensive player without the ball, it is important to learn how and when to create space for the shot, either by screening the goalkeeper or making space for the ball carrier to shoot. Working on these skills should be a regular part of practice.





Dribbling

Ball protection is one of the most important things for floorball athletes to learn. Eye-ball-stick-coordination should be taught early and reinforced throughout the player's career.

Controlling the ball with the stick, maintaining possession of the ball using body and stick protection, dribbling the ball using fakes, receiving aerial passes, hitting the ball in the air and so on, all demand a great deal of technique training. Players should be encouraged to use all their extra time during practices to play with the ball. When players stand in line waiting for their turn, they should just play with the ball, dribbling and lifting the ball up, etc. The players should also be encouraged to play with the ball at home, or outside with friends. Some different tricks (examples below) can be practiced individually:

- Lifting the ball up with the stick and capturing it, using body or stick, or both
- Rotating the ball around the feet
- Bouncing the ball with the blade of the stick, using both forehand and backhand side, as well as the upper edge of the blade
- Dribbling the ball using body moves and fakes

Key Points in Ball Control

Ball control is an important aspect of a variety of different floorball skills including protecting the ball, dribbling, receiving a pass and capturing a ball (aerial), and protecting the ball using the body. Here are a few tips for good ball control:

- Posture should be game-like with knees bent, weight on toes and low posture to keep the center of gravity low (balance)
- The thigh muscles should do the work and the legs should be kept as wide apart as possible to keep the protection area large (the opponent is not allowed to play the ball between the legs)
- The grip should be steady and the stick should be grasped with both hands
- The player should keep his/her head up to stay aware of teammates and opponents while protecting the ball with the stick
- The stick and ball should be kept as far away from the opponent as possible
- The hands move closer to each other when the ball is further away from the body
- The blade should be pressed against the floor in a slight angle
- The body should be between the opponent and ball at all times to protect the ball from any interception capturing the ball

When the ball is in the air, the player's eyes should stay focused on the ball as it is captured using the body (especially in front of the goal). The ball should be captured in such a way that the player is able to continue his/her movement in the desired direction. For example:

If a defender is catching an aerial pass in front of the goal using the body, he/she should turn facing the middle or the sides so that he/she is between the ball and the goal. The aim is to clear the ball away from the goal area, especially when the slot is crowded. It is always better to use the body to clear the slot, otherwise the defender might accidentally hit the ball into his/her own goal. An offensive player, however, can and should turn facing the goal, because he/she obviously wants to score.

Teaching Floorball Skills

Dribbling



Dribbling

The ball should stay close to the blade; grip should be two-handed (when dribbling on the backhand side, a one-handed grip can be used to gain distance on the opponent).



One-Hand Dribble



Ball Handling



Running with the Ball





Fakes

Speed and body control should be practiced and developed. Ball handling, quick movement, sudden change of speed and direction are crucial components of a well-executed fake. The opponent should be tricked into moving in a certain direction with a false cue such as an eye contact to a teammate. A false shot may be executed to get past the opponent.

Level 2

Individual technique training should be included in every practice, especially with younger players. In the end, all the technical skills are combined in the game itself. Therefore, game-like drills are a good way to practice individual technique since many skills can be developed concurrently and in a game-like environment. This requires that players use certain technical skills while performing tactical actions which simultaneously develops game sense. Adding an opponent to a drill presents a new challenge to players – it increases the level of difficulty and contributes to the game-like environment.



15 Easy Drills

1. Players put together 2 and 2. One player stands with feet apart, and the other players have 15-20 seconds to pass the ball through the legs as many times as possible.

Purpose : Regular ball control for beginners

2. Create a relatively large circle in which half of the players will not have a ball. The other half of the players are inside the circle, each with a ball, and must now dribble around and pass a ball out to one of the players who does not have a ball. They will then receive the ball back and dribble around to find a new player to pass the ball to. Players in the middle should have a little pep in their feet. Change after two minutes.

Objective: To be able to dribble among other players and make in-game decisions

3. Balancing the ball on the blade
 - Turn yourself around both ways. Then with eyes closed both ways
 - You must lift both your legs over the stick (one at a time), and back again
 - Challenge each other 2 and 2 with drills where the ball must remain on the blade

Purpose : Regular ball control

4. Panna Ball, played 1 on1 with small goals (chair, vests, etc.). A game lasts 1-2 minutes. Points are scored every time you make a tunnel (ball between the legs of the opponent) and a goal. A goal scored between the legs counts as 2 points. The winner of the game moves up a track, and the loser moves down a track.

Purpose: 1 on 1

5. Players must pass the ball to each other as they stand 6-8 meters apart. Place two cones on the court that the ball must pass through. It is important that the two players remain at the same distance (6-8m), and the focus is to have the same type of pass as in a match situation.

Purpose: Passing and receiving



6. 3-4 players are on the same team and 1 player is on his own. They play on a court the size of a badminton court. The 3-4 players together must pass the ball among themselves, and the player on his own must try to get control of the ball. If he manages this or if the ball leaves the court, he will switch with one of the 3-4 players. The 3-4 players can move freely around the court.

Variation: How many times is a player allowed to touch the ball? (1-4)

Purpose: Overview, passing, receiving and reading the game

7. Make 2 teams with 2 or 3 players on each team. You only use one goal, the team that is on defense must have a player to cover the goal, so that the attacking team has one more player in the field. If the team on defense gets control of the ball, the two teams switch.

Objective: Create supernumerary situations to be transferred to the regular game

8. Make a square out of cones with 10 meters between each cone. The players will line up by each of the four cones. The player in the front of the line dribbles the ball to the diagonally opposite cone and gives the ball to the player at the front of the line. All four corners will start simultaneously.

Purpose: Common dribbling exercise with obstacles

9. Place the goal on the floor facing down. The players must now lift the balls into the goal net. All the balls are placed around the goal.

Purpose : Stick technique

10. Set up a 20x20 meter court and place 4 goals in each corner. Form teams of 3-4 players each. The 4 teams now play a match against the team facing them diagonally. There will be a lot of obstacles for the players to handle. In this way, you can have 4 games going at the same time and up to 32 players on the field, if you have a court size of 40x20 meters.

Objective: Match with chaos

11. Players place their feet on the two sidelines of a badminton court. They have 3 × 20 seconds to dribble the ball back and forth between the two lines, and will counter after each try. The players should demonstrate progress over the season.

Objective: Better ball control

12. 4 players placed with 3 meters between each other, but then they stand as in a X (a player at each end of X). Or worse now two stakes on the floor so the baton is passed in the longitudinal direction from player to player (like X). The player you face, you must now make a pass at. But there is a stick, so you have to get a little air in your care.

Purpose: General ball control



13. 4 players are together, placed by one player is in the middle of a track with 4 cones. Which is about 2 - 3m between each cone. The three other players place the profile on each one side, so that there is a free page. The player in the middle to get hold of the ball but must not move outside of the 4 cones. The other three must now make adjustments to each other, but there may only be made diagonal passes. This means that the player who has the ball, be able to play inside the cone to the other two.

Spiller2
X (cone) X
Spiller4 player1 spiller3
X X

If it is spiller4 who has the ball, he must have two opportunities to pass when he should pass diagonally, spiller3 move to the vacant side so spiller4 has 2 central outlet to make his pass. Selects spiller4 to play for spiller3, then spiller3 again have two options, it means spiller2 to move to the vacant space where spiller3 was a while ago.

Objective: Overview and passing lanes and moving and thus help his fellow players

14. Prepare a dribble course with cones where the ball must be controlled with the forehand. It is not allowed to use the backhand.

Purpose: To keep the ball only in advance is difficult, but so are you a shot threat all the time

15. Players stand facing each other with about 8-10 meters. In front of each player is arranged a cone. Players will now play for each other, but so that one takes care of beforehand, it is received with the backhand and the ball is pulled behind the cone to the other side and the ball handed to advance. The ball is now coming received with the backhand and pulled over to advance. The exercise can oså run the other way.

Purpose: Receive the ball and sending out of place again



Power Play Situations

Situations Leading to Power Play

Whenever the opponent is preventing the play by an offense according to the rules and is penalized with a penalty of two minutes or more, the offending team has a chance for a power play. The offenses and penalties are found on the IFF's website (www.floorball.org) under Rules and Regulations and Rules of the game.

Taking Advantage of Power Play Situations

Power play situations should be practiced as they are situations that might give a great advantage to the team. If used wisely, an advantage of one or even two players might result in a goal. During delayed penalties, it should be made clear to the players which player is the one who switches from the goalkeeper.

As in a power play, the advantage will give a good opportunity for the attacking team to use space and time in order to score. Therefore, different variations of power play should also be practiced. Special line-ups can be put together where different skills and technical abilities, such as the handedness of the players, are considered. A right-handed player is positioned on the left so that he/she has a better control of the ball, and is able to shoot directly from a pass.

Both power play and playing shorthanded can be practiced at the same time. One variation of every situation should be practiced so that all players know the execution by heart.

Drills can be organized so that the power play line-up is attacking against the defensive line-up playing shorthanded. This can be done on one half of the court while the rest of the team practices other situations, such as free hits or shooting, on the other half.

First the defensive team is playing without sticks or sticks turned upside down. This enables the attacking team to keep the possession of the ball and practice passing and creating passing lanes with movement. After a few executions, the defensive team can start playing more aggressively so that the power play line-up is forced to move the ball faster. The situation should always end with a shot. The line-ups are rotated after a certain amount of time decided by the coach.

When practicing the rotation of the defensive team, it is good to go through the movement without sticks in the beginning. The attacking team may even throw a ball around to simulate the ball's movement. When the coach sees that the players have grasped the idea, ball and sticks can be added so that the execution becomes more game-like. A low posture and keeping the head and body up should be emphasized.



Goalkeeping

Goalkeeping is the skill of protecting your goal from the shots of opponents. It is perhaps the most important position on the field; however, it is often the position most neglected by coaches. A sound, confident goalkeeper does more than just stop shots. The goalkeeper is the source of confidence for the entire team. Goalkeeping is not a position for everyone and takes good concentration and confidence. Make sure that your goalkeeper wants to play in goal and has the strength of character to be successful. Goalkeeping entails some additional safety hazards. It is important that coaches select players who can learn to play this position safely.





Athlete Readiness

A goalkeeper needs different skills from other players. The goalkeeper needs speed off the mark, the courage to dive on the ball and the ability to throw and catch accurately.

The beginner goalkeeper is effective only if the ball is played directly at them. This player often reacts to ground balls by kicking them away rather than using their hands. The player has limited ability to time an effective dive for shots going into the corners of the goal. Throwing the ball out to teammates may be inaccurate.

The intermediate goalkeeper has a good awareness of the goal and of basic goalkeeping techniques and responsibilities. The player shows good lateral motion to get in a good position to take a shot, and will usually attempt to get their hands to the ball. The player attempts to dive for ground shots, although these dives may be slow. This level of goalkeeper will generally not be able to dive for shots in the air or attack crosses in the air. The intermediate goalkeeper is typically able to distribute the ball accurately to teammates.



Selecting a Goalkeeper

When selecting a goalkeeper, consideration must be given to a player's confidence, communication, handling, ability and their ability to distribute the ball.

Confidence

Goalkeepers must be bold characters who are willing to throw themselves into a penalty area scrum.

Communication

As the last line of defense, the goalkeeper can play a vital role in organizing the players in front of them. Goalkeepers must always be willing to shout clearly when leaving their line to receive a cross.

Handling

A tall goalkeeper who cannot catch will be less effective than a shorter goalkeeper who has safe hands.

Easy Drills for the Goalkeeper

Drill 1

Objective:

- To practice eye-hand coordination and reaction

Organization:

- Goalkeeper standing approximately 1-3 meters from the wall with one ball
- No face mask needed

Execution:

- Goalkeeper throwing the ball against the wall
- Throwing with one hand and catching with the same
- Throwing with one hand and catching with the other
- Using both hands

Key points:

- The ball should be released from the hand at approximately eye level and should bounce from the wall on the same level to keep the reaction time short
- The arms should be kept in the basic save position
- The wrist should do the movement

Modifications:

- The distance from the wall also affects the speed of the reaction
- Using two balls, throwing the first ball with the right hand while moving the second from left to right hand simultaneously, develops the reactions
- Can be executed in pairs so that the goalkeepers are throwing the ball to each other at various distances (same key points as mentioned previously) and also in motion
- Can also be executed with another person, a coach or a goalkeeper, throwing the ball from behind to the wall where it bounces to the goalkeeper
- This also affects the reaction time as the goalkeeper catching the ball cannot predict the angle or the speed of the ball
- All above can also be executed from a kneeling position



Drill 2

Objective:

- To warm up in a game-like position
- To warm up hands
- To practice eye-hand coordination

Organization:

- Goalkeepers in a kneeling position 2-3 meters apart
- One ball

Execution:

- Goalkeepers hitting the ball with their hands to each other
 - Using both forehand and backhand
 - Using both hands
- With a bounce or in the air

Key points:

- Goalkeepers should try to hold the game-like position
- Goalkeepers should stay up all the time and be active
- The ball should be under control at all times and not bounce around

Modifications:

- Can be executed with two balls simultaneously depending on the ability level of the goalkeepers
- Badminton or table tennis equipment can also be used
- Vary the drill with different equipment to keep up the motivation

Understanding the Game of Floorball

As coaches, it is our job to provide a positive learning environment in which athletes can develop their floorball skills. It is also our role to ensure all athletes, regardless of ability, receive a fair opportunity to play and progress their skills. It is important, too, that the athlete develop a love for the game of floorball, have fun and enjoy themselves.





It is also important that we develop their social skills. Players must be taught to respect their coaches, officials, their organization and each other. In addition, athletes:

- ♦ Must be encouraged to always try their best;
- ♦ Must respect the referees and the laws of the game; and,
- ♦ Most importantly, they must respect the opposition, and be gracious winners as well as gracious losers

Players will react to a good, organized coach who keeps them interested and active. It is always better to prepare training sessions on paper.

- ♦ Organize quickly
- ♦ Be positive and purposeful
- ♦ Show enthusiasm
- ♦ Look and act the part
- ♦ Have the correct equipment
- ♦ Always stay calm under pressure, do not yell
- ♦ Always praise, especially for effort
- ♦ Understand that player development is more important than winning

Players will learn through repetition, fun and enjoyment, small-sided games, praise and positive reinforcement, good coaching and demonstration.

Players Will Not Learn:

1. If you tell them how to perform a skill instead of showing them
2. If you do not give them enough ball contact
3. If you overemphasize winning

Players Will Not Perform:

1. If you give abusive and destructive criticism
2. When there is hysterical sideline shouting from the coach and parents

Do not assume that lower ability players will know what the basic purpose or goal of the game is. Such players may have difficulty with simple concepts, such as distinguishing between teammates and opponents, and knowing in which direction to move the ball. However, with persistence, these things can be taught to any player.

The best way to teach floorball is to play the game. This gives players an understanding of the concepts. From here, you can break up play into specific drills. Always encourage players, and pick out what they are doing right, more than what they are doing wrong. Try and adapt training to be fun and interesting. Most importantly, include progression in the drills so that their ability is challenged.



Game for Skilled Players

Like other team games, floorball requires the use of various skills and abilities. Important abilities are all the physical ones, motor skills, mental capacity, game understanding and social skills. The main physical ability is speed with different forms of motor skills combining to produce stick handling skills. In order to understand team play the player needs to have a good understanding about team tactics and the differences in roles.

Qualities of a Good Player

- + Motor skill
- + Speed
- + Endurance
- + Strength
- + Agility
- + Ball control
- + Passing skills
- + Mental capacity
- + Different roles in game play
 - i. Playing with a ball
 - ii. Supporting a team member with a ball
 - iii. Defending a player with a ball
 - iv. Defending a player without a ball



Basic Floorball Skills

Here is some information about the basic skills and techniques of floorball. The coach or educator should pay attention to these things when teaching and coaching floorball. Little by little these skills become an integral part of the basic skills if trained properly and sufficiently.

Passing

- Keep the ball close to the blade
- After the pass, the blade should point in the direction of the pass
- Keep a balanced stance
- Keep your head up all the time to see the field
- With a straight blade, the passing is easier and more precise

Receiving the pass

- Blade on the floor
- Balanced stance
- Keep your head up all the time to see the field
- Try to touch the ball as smoothly as you can with soft and flexible hands

Shooting

- Wrist shot: the ball touches the blade all the time
- Slap shot: the blade touches the floor just before it hits the ball
- Keep your head up
- Protecting the ball
 - Player has a balanced stance
 - Use the body, with feet and hands protecting the ball
 - The blade should cover the opponent's side of the ball
 - Good control of the ball
- Running with the ball
 - The ball touches the blade all the time
 - Light touch, not hitting
 - Be ready to pass from backhand and forehand
 - Protect the ball

Simple Game Principles

There are a few fundamental principles of good team floorball play that can be taught to all levels of players. These basic principles can be taught in practice drills and also by introducing a condition during practice games. A condition is an artificial rule that encourages a certain kind of play. For example, "For the next five minutes, to encourage passing, you are not allowed to dribble when you receive the ball." Five key principles and some ideas for game conditions are outlined below.

Principle No. 1: Support the Player with the Ball

Floorball is a team game. When a teammate has the ball, it is essential that they practice with at least one teammate and preferably more. As a coach, it is important to have several playing options for athletes, besides dribbling alone. Beginner players tend to stand and watch what the player with the ball will do. The player with the ball needs their teammates to either move into an open space within passing distance or call for the ball.



Practice Game Condition

When a coach calls “freeze,” all players must stop where they are. The coach then asks the players what they could do to help the player with the ball. The player then runs to an open space to receive a pass. During match play, praise players who are supporting the player with the ball.

Key Words

- Move To Get Open
- Call For The Ball

Principle No. 2: Play Safe From the Back: Pass Out of Your Own Half, Do Not Dribble

When a player has the ball, they have three options: pass, dribble or shoot. The question is what to do and when? A simple principle in your defending half of the field is to play “safely and simply.” Usually, it is safer to pass the ball quickly up court rather than dribble.

Practice Game Condition

A coach can encourage safe play by instituting a “two-touch” or “no dribble” condition on play in a team’s defending half. During match play, praise players who make quick passes out of defense.

Key Words

- Play Simple
- Pass From The Back

Principle No. 3: Take Risks in Attack: Use Dribbling Moves in the Opponent’s Penalty Area

The opposite of principle 2 applies when you have moved the ball up court near the opponent’s penalty area. This is the time to encourage more risky play and encourage attackers to try to dribble directly at the goal and beat opponents with fakes and moves. Of course, well-placed passes can also work.

Practice Game Condition

Players must “dribble and shoot” when they are in or near the opponents’ penalty area.

Key Words

- Use Your Moves
- Go To Goal

Principle No. 4: Shoot Whenever You Have a Good Opportunity

Although floorball is a passing game, once a player has any reasonable chance to score, they need to shoot, even if there is another player in a better position. A pass to a teammate may result in an interception or loss of ball control.

Practice Game Condition

To encourage shooting, award one point for any shot on goal that requires a save from the goalkeeper and three points for a goal.

Key Words

- If You Have A Chance, Shoot



Teaching Basic Restarts

In floorball, when the ball goes out of play, a free hit is awarded or a goal is scored. In each situation, play has to be restarted appropriately. When this happens, will your players know what to do?

Too often, we see Special Olympics players who have not been taught how to react in these situations. Oftentimes, the coach has to yell directions, or the referee feels compelled to provide instruction. Special Olympics players of all levels can learn basic restarts and, in doing so, become more accomplished players and a more effective team. One of the most impressive things to a spectator is a Special Olympics team that knows how to restart play with minimal prompting. Coaches need to provide a few minutes at every practice or scrimmage to teach restarts.

Some Guidelines to Increase Your Success

- Keep all explanations simple.** Do not provide multiple options for restarts until one basic play has been completely mastered.
- Use simple, concrete key words** that are easy to remember and can be used as prompts when necessary during competition play.
- In competition play, when a restart is needed, only use players who can restart play correctly.** If a player has not mastered this skill, work on this in practice.



Home Training Program

1. If athletes only train once a week with their coaches and do no training on their own, progress will be very limited. A minimum of three training sessions are needed to facilitate a training effect. The Home Training Program for Floorball is designed to help facilitate basic sport skills and fitness activities between athletes and families or friends. The program can also be used as a basis for a Special Olympics Partners Club program. The Home Training Program can be used in homes, schools, group homes and parks and recreation program.
2. Nothing improves the athlete's sport ability like playing! Parents/guardians can challenge the athlete to family competitions for additional practice or just for social outings.
3. To be effective, coaches should run a home training orientation for family members and/or training partners. This should be an active session where partners get practical experience with the different activities.
4. As a motivational tool, a coach may want to award a Certificate of Achievement to athletes and training partners who complete a set number of home training sessions during the season.



***Special
Olympics***

FLOORBALL COACHING GUIDE

Floorball Rules, Protocol & Etiquette



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Rules of the Game

The Official Special Olympics Sports Rules for Floorball provides details of the rules, but to get started, the coach and athletes will need to know the basics. Floorball is traditionally played with 5 field players and a goalie on a court that is 40 m x 20 m surrounded by rinks. However, Special Olympics uses the Kleinfeld model, which is played with only 3 field players and a goalkeeper on a court that is 20 m x 12 m. The only other differences between the two versions pertain to the duration of the game and penalties. Otherwise, they are exactly the same.

Although it is played on all continents of the world, Special Olympics Floorball has a lot of room to grow (which is the main reason for using the Kleinfeld version). Please note that the details and specifications below refer to the traditional version.

Floorball is an indoor team sport which was developed in the 1970s in Sweden. Floorball is most popular in areas where the sport has had the longest time to develop, such as the Czech Republic, Denmark, Estonia, Finland, Latvia, Norway, Sweden and Switzerland.

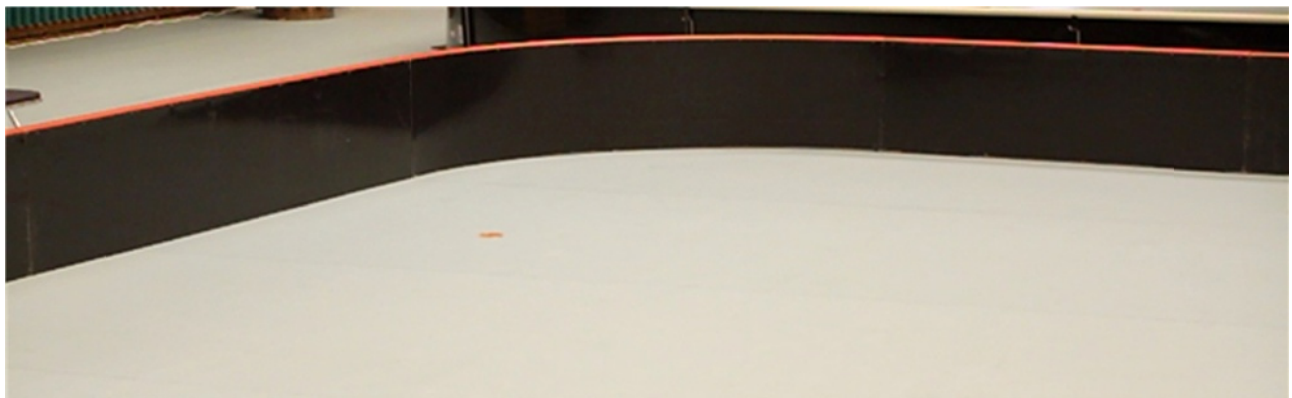
There are 55 members of the International Floorball Federation (IFF); more information about the member associations can be found [here](#). Floorball continues to gain popularity in countries such as Latvia, Australia, Canada, Germany, Ireland, Japan, Singapore, Malaysia, and the United States.

The History of Floorball



Measurements

Floorball is played indoors on a wooden or rubber mat floor or just a basketball court, making it a year-round sport at the amateur and professional levels. The size of the rink can vary from 18–22 meters wide to 36–44 meters long and is surrounded by enclosed boards 50 cm high with rounded corners. The goals are 160 cm wide, 115 cm high and 65 cm deep, and are positioned 2.85 meters from the end of the nearest boards.





Equipment

Typical equipment for a floorball player consists of a stick, a pair of shorts, a shirt, socks, and indoor sport shoes. In addition to that, players are allowed to wear shin guards, eye protectors and protective padding for vital areas, although most don't. Protective eyewear is, in some countries, compulsory for junior players.

Compared with an ice hockey stick, a floorball stick is quite short with the maximum length being 114 cm. Because a stick cannot weigh any more than 350 grams, floorball manufacturers produce sticks that are often made of carbon and composite materials.

Goalkeepers

Goalkeepers wear protection that is very limited, such as padded pants, a padded chest protector, knee pads and a helmet. The goalkeeper can also wear other protective equipment, such as gloves, elbow pads and jock straps, but bulky padding is not permitted. Goalkeepers do not use sticks; instead, they use their hands to play the ball. They can throw the ball out to their teammates, however, the ball has to touch the ground before the half court mark. Goalkeepers are only allowed to use their hands to play the ball within the goalkeeper's box. When they are completely outside the box, they are considered field players, and are not allowed to touch the ball with their hands.

Ball

A floorball ball weighs 23 grams and is 72 mm in diameter. It has 26 holes, each of which are 10 mm in diameter. Many of these balls now are made with aerodynamic technology, where the ball has over a thousand small dimples in it that reduce air resistance. There have been several times when a ball has been recorded to have traveled at a speed of approximately 200 km/hour.



A floorball ball. This is a plastic precision type ball, characterized by 1,516 tiny dimples that reduce air resistance, as well as friction on the floor.

Rules

Each team can field six players at a time on the court with one player being the goalkeeper. However, the coach can take the goalkeeper out for a short amount of time and switch him with a field player. This can create advantages for the attacking side of the team, although it may also create disadvantages for the team's defense. While the team is allowed to substitute individual players at any time during the game, the whole team is usually changed at the same time. Individual substitutions do take place, but they usually happen when a player is exhausted or hurt.

A floorball game is officially played over three periods lasting 20 minutes each (15 minutes for juniors). The time is stopped in the case of penalties, goals, time-outs and any situation where the ball is not considered to be in play. An intermission of 10 minutes takes place between each period, where teams change ends and substitution areas. Each team is allowed one timeout of 30 seconds (which is often used late in matches). There are two [referees](#) to oversee the game, each with equal authority.



Checking is disallowed in floorball. Controlled shoulder-to-shoulder contact is allowed, but **ice hockey**-like checking is forbidden. Pushing players without the ball or competing for a loose ball is also disallowed, and many of these infractions lead to two minute penalties. The best comparison in terms of legal physical contact is football (soccer), where checking is used to improve one's positioning in relation to the ball rather than to remove an opposing player from the play. In addition to checking, players cannot lift an opponent's stick or perform any stick infractions in order to get to the ball. Furthermore, players may not raise their own stick, or play the ball, above their knee level, and a stick cannot be placed in between a player's legs (to avoid tripping).



When a player commits a foul, or when the ball is deemed unplayable, play is resumed from a free hit or a face-off. A free hit involves a player from one team starting play from the place where the ball was last deemed unplayable. This is comparable to a free kick in soccer. For many fouls, such as stick infractions, the only penalty imposed is a free hit for the other team. However, at the referee's discretion, a penalty may result in a player being benched for either two or five minutes. At that point, the player who committed the foul sits in the penalty area, and his team is short-handed for the duration of the penalty. If an 'extreme' foul is committed, such as excessive physical contact or unsportsmanlike behavior, a player may receive a 10-minute penalty or even a match misconduct.





Unified Sports

A Unified team will consist of 6 players: 3 will be Special Olympics athletes and 3 will be Unified Partners. When playing, there must be field players from both groups on the court at the same time. Playing time will depend on time available.



Sportsmanship

Good sportsmanship is both the coach and athletes commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below, we highlight a few key points and ideas on how to teach and coach sportsmanship to your athletes. Lead by example.

Competitive Effort

- Put forth maximum effort during each event.
- Practice skills with the same intensity as you would perform them in competition.
- Always finish a race or event - never quit.

Fair Play at All Times

- Always comply with the rules.
- Demonstrate sportsmanship and fair play at all times.
- Respect the decision of the officials at all times.

Expectations of Coaches

1. Always set a good example for participants and fans to follow.
2. Instruct participants in proper sportsmanship responsibilities, and demand that they make sportsmanship and ethics the top priorities.
3. Respect judgment of contest officials, abide by rules of the event and display no behavior that could incite fans.
4. Treat opposing coaches, directors, participants and fans with respect.
5. Shake hands with officials and the opposing coach in public.
6. Develop and enforce penalties for participants who do not abide by sportsmanship standards.

Expectations of Athletes & Partners in Unified Sports

1. Treat teammates with respect.
2. Encourage teammates when they make a mistake.
3. Treat opponents with respect: shake hands prior to and after contests.
4. Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
5. Cooperate with officials, coaches or directors and fellow participants to conduct a fair contest.
6. Do not retaliate (verbally or physically) if the other team demonstrates poor behavior.
7. Accept seriously the responsibility and privilege of representing Special Olympics.
8. Define winning as doing your personal best.
9. Live up to the high standard of sportsmanship established by your coach.

Coaching Tips

- Discuss floorball etiquette, such as congratulating opponent after all events—win or lose; control temper and behavior at all times.
- Give sportsmanship awards or recognition after each game or practice.
- Always commend the athletes when they demonstrate sportsmanship.



Glossary of Terms

Term	Definition
1-2-2	Playing system
1-3-1	Playing system
2 Minute Penalty	A player receiving a 2 minute penalty must sit in the penalty box, and is not allowed to play, until his penalty has ended
2+10 Penalty	When the 2 minute penalty ends, the team can play at normal strength, but the player receiving the 2+10 can't participate in the game until his penalty ends
2-1-2	Playing system
2-2-1	Playing system
3 v 3 (Kleinfeld)	3 players on each team and a goalkeeper, court is 20x12m
5 Minute Penalty	Rough plays leads to a 5 minute penalty
5 v 5	Floorball is traditionally played in this version with 5 outfield players and a goalkeeper
Armlet	The captain of the team must wear this
Assist	The player who provides the assist for the goal
Back	Defense player
Backhand Shot	You use the backhand of the blade
Ball	Only a floorball ball is allowed
Blade	At the end of the stick you have a blade made of plastic
Box Play	When a team is a playing with fewer players due to penalty
Captain	The Captain is responsible for assisting the referees and is the only player allowed to speak to the referees
Catching Net	A net inside the goal to catch the ball
Center	Plays in front of the defense and behind the forward
Certified	All equipment must be certified, otherwise you are not allowed to use it
Delayed Penalty Shot	Occurs when a player receives a 2 minute penalty, and the referees allow play to continue until the team not receiving the penalty loses control of the ball
Deliberate	Floorball rules often make a distinction between actions that are deliberate, and things that just happen. For example, playing with the head is penalized when deliberate. However, when a player is hit on the head by the ball accidentally, play is not affected.
Direct Shot	You shoot directly at the goal
Drag Shot	When you drag the ball when shooting



Term	Definition
Effective Time	Time is stopped at every break
Extra Time	If the game is even at full time, extra time can be used
Face Off	<p>Start of the game, and if the referees decide to use a face off. One player from each team will stand fronting each other, the ball is placed on the floor, and the blade of the stick is placed on each side of the ball. When the referee gives the signal, play can start</p> <div style="text-align: right; border: 1px solid gray; padding: 5px; display: inline-block;"> WATCH VIDEO </div>
Flex	Stiffness of the stick
Foot Pass	Is not allowed
Forward	Plays on top of the playing system




Term	Definition
<p>Free Hit</p>	<p>Is given if the opponent makes a mistake leading to a free hit. You can score on a free hit</p>
<p>Game Time</p>	<p>3x20 minutes when playing 5v5, and between 2x7 and 2x15 minutes when playing 3v3</p>
<p>Gloves</p>	<p>The goalkeeper is allowed to use gloves</p>



Term	Definition
Goal Cage	Part of the goal
Goal Crease	Small area in front of the goal, only the keeper is allow
Goalkeeper	Are not allowed to use a stick, and helmet is mandatory
Goalkeeper's Area	The goalkeeper can act as a keeper as long as some part of his body is in the goalkeeper area
Hand Ball	You are not allowed to use your hands, it will give you a 2 minute penalty
Heading	If you head the ball, you will receive a 2 minute penalty
Helmet	It is mandatory for the keeper to wear a helmet
High Stick	You are not allowed to play with high sticks
Hit In	If the ball gets out of play, the game is started with a hit in. You can score from a hit in
Hitting with Stick	It's not allowed, and will result in a free hit
Holding	You are not allowed to hold the opponent's stick
Hook (Blade)	30 mm is max which will be allowed
Jumping	You are not allowed to jump in order to receive the ball
Kicking the Ball	You can kick the ball, but are not allowed to make a footpass, if the goalkeeper leaves the goalkeeper area, he can kick the ball away
Lifting	It's not allowed to lift the opponents stick
Match Penalty	If a player receives a red card, he cannot participate for the rest of the game
Match Record	All events during the match will be in the record, goal scorers, lineups, assist, penalty
Offside	There are no offside rules in floorball
Pad	The goalkeeper often has kneepads
Penalty Bench	Is placed next to the secretariat



Term	Definition
<p>Penalty Shot</p>	<p>Start from the middle of the court, the ball must be moving all the time, and cannot be dragged backwards</p> 
<p>Period</p>	<p>Time when you are playing</p>
<p>Players</p>	<p>See team</p>
<p>Playing Time</p>	<p>Playing 5v5 it's 3x20, and playing 3v3 it's between 2x7 and 2x15. In case of our tournament, the organizer can change playing time</p>
<p>Power Play</p>	<p>When one team has more players on the court</p>
<p>Referees</p>	<p>Are often in black and shall be treated with respect and all decisions must be followed</p>
<p>Rink</p>	<p>Around the court, you have a rink with a height of 50cm. It takes no more than 10 minutes to set up the rink</p>
<p>Rules Regarding the Stick</p>	<p>A stick must be certified</p>
<p>Running Time</p>	<p>The organizer of a tournament can decide if they want to use running time</p>
<p>Safety Goggles</p>	<p>For protection of your eyes; not mandatory</p>
<p>Secretariat</p>	<p>Every game must have a secretariat who keeps track of the time and match protocol</p>
<p>Slot</p>	<p>Area in front of the goal</p>
<p>Stick</p>	<p>You play with a stick</p>
<p>Sub Zones</p>	<p>Indicates where you are allowed to make substitutions</p>



Floorball Rules, Protocol and Etiquette Glossary of Terms

Term	Definition
Substitutions	You can make as many substitutions as you want. Normally you switch after 1 minute. Notice that a player cannot enter the court before a player has left the court
Team	A team can consist of 10 players if you are playing 3v3 and 20 players if you are playing 5v5
Throwing	The goalkeeper is allowed to throw the ball to his teammates. Notice the ball must hit the floor before passing the middle
Time Out	A 30 second timeout can be taken when playing 3x20 minutes
Wall	You can place your wall 3 meters from the free hit og hit in
Wrist Shot	You use your wrist to shoot in a fast and short movement
Zorro	Air dribbling 