



Special Olympics Junior Athletes

Floorball

FLOORBALL

Floorball is a very popular sport around the world. 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 is organized using simple, intuitive rules.

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

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

This guide will help you to implement a developmental floorball program for children ages 6 to 10 years old. Weekly Sessions for this sport module will include:

- Week 1: Ball Control
- Week 2: Passing and Receiving
- Week 3: Shooting
- Week 4: Scrimmage

Floorball Equipment

In addition to basic sports equipment, like cones, a stopwatch and a whistle, the following special equipment is necessary to complete the Special Olympics Junior Athletes 4-week floorball program:

- **Sticks:** When selecting sticks for each child, it is important to consider the stick length for safety of the game and ability to learn skills. Measure the length of the stick by holding it vertically in front of the child. The stick should reach near the child's sternum, but not lower than their belly button. For example, a 100cm tall child would want to use a 75 cm long stick.
- **Balls:** Balls for floorball are hollow, made of plastic and have holes in the ball.
- **Goals:** A traditional goal is sized 115cm high x 160cm wide x 60 cm deep. Four cones can also be used to create the perimeter of a goal.
- **Rink:** An official floorball rink is 40m long by 20 m wide. The rink size can be modified based on the number of children in the group and space available. If your space doesn't already have it, consider creating boards around the rink using PVC pipes or transportable floorball boards.



FLOORBALL, WEEK 1: BALL CONTROL

Introduction and Warm Up Activities (10 minutes)

- Team Cheer
- Dynamic Stretching
- Stick Grip
- Red Light, Green Light

Individual Skill Development (20 minutes)

- Ball Control
- Zigzag Dribbling

Group Activities (20 minutes)

- Ball Thieves
- Sharks and Minnows

Cool Down (10 minutes)

- Dynamic Stretching
- Closing Song

FLOORBALL, WEEK 1: BALL CONTROL



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Introduction and Warm Up Activities

Team Cheer

Start your activities on a positive note by encouraging the group to come up with a team cheer. This is something that can be done at the beginning or end of each practice to encourage connection and community amongst the team.

Dynamic Stretching

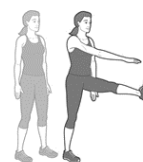
Dynamic stretching uses the body's momentum to warm up before activity and extend the muscle's range of motion. Below are just a few examples of dynamic stretches.

- **Leg Swings:** Stand sideways with one side facing a wall, chair or partner. Place your left hand on the wall and shift all your weight onto your left leg. Swing your right leg forward and backward to stretch the thighs, hips and hamstrings. Switch to the other leg.



- **Lunge Pulses:** Slowly step forward with one foot, allowing both knees to bend. The thigh of the front leg should be parallel to the floor, while the knee of the rear leg should form a 90 degree angle. From this position, slowly pulse up and down, only moving a few centimeters at a time. Count to 15 and then switch to the other leg.

- **Walking Toe Touches:** Stand straight with feet a little more than hip-width apart. Step forward with your left foot and simultaneously kick your right foot up in the air, as close to a 90 degree angle as possible. Bring your hands forward to touch your toes. Continue alternating feet while crossing the field or gym.



- **Arm Swings:** Stand straight with feet a little more than hip-width apart, arms straight to your sides. Keep your arms straight and swing them forward, bringing them up to your head, with arms towards your ears. Swing back to extend your arms behind your body. Repeat to open up the flexibility in your shoulders and arms.

FLOORBALL, WEEK 1: BALL CONTROL



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)

Stick Grip

Equipment: Sticks

Before beginning this week's activities, ensure children have selected the correct stick and know how to properly hold the stick.

Start by placing a collection of sticks in a row on the ground. Next have children stand in a straight line behind the sticks. Ask each child to reach down and pick up any stick, using only one hand. If the child picks up the stick with their right hand, they will most likely play with a left-sided stick. If they pick up the stick with their left hand, they will likely play with a right-sided stick.

If the sticks you are using are curved or hooked, provide each child with the correct-sided stick.

Next have children stand with their stick. The upper hand (right hand for left-sided stick users and left hand for right-sided stick users) holds the stick at the very top end of the stick, wrapping the whole palm around the end. The other hand is comfortably gripped mid-way down the stick, approximately two to three hand lengths away from the upper hand.

Red Light, Green Light

Equipment: Balls; sticks

Line children up in a straight line at one end of the gymnasium. Give each participant a ball and a stick. When the coach says "green light", have children begin moving forward with the ball on the blade of the stick. When the coach says "red light", players must stop their ball by putting the blade on top of the ball. The goal is for children to make it across the space as quickly as possible, while maintaining control of their ball.

Use this opportunity to correct improper technique or reward children who are excelling in the skill. Focus on proper grip of the stick. Remind children to keep the ball close at all times to maintain control. Also remind children that the blade should not hit the floor, rather it should glide across the floor.

FLOORBALL, WEEK 1: BALL CONTROL



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Individual Skill Development

Ball Control

Equipment: Sticks; balls

Give each child a stick and a ball. Have everyone spread out across the rink or gymnasium.

Standing with the ball slightly in front of them, have children lightly tap the ball to the left, then lift the blade and move it to the other side of the ball. Then lightly tap the ball to the right. Repeat moving the ball to the left and to the right while the feet and body stays in the same position. The ball should not move more than 1 meter with each tap and should always be under control.

Once children are comfortable with the side to side motion, encourage them to try moving the ball forward and backward. In this motion, children will need to lift the blade over the ball as it rolls forward in front of them and lightly tap it back towards them.

Zigzag Dribbling

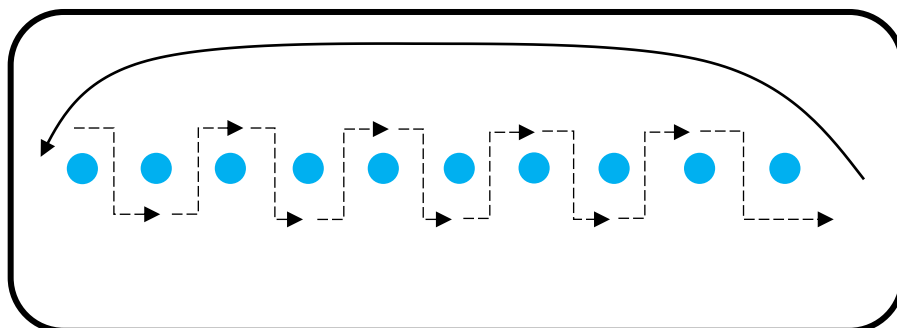
Equipment: Sticks; balls; cones

Construct a line of 8 to 12 cones down the middle of the rink, placing them approximately 3-meters apart. Each set of cones creates a "gate" through which children can dribble.

Give each child a stick and a ball. Have them line up behind the first cone.

Taking turns going one-by-one, have each child begin by moving through the cones, while dribbling the ball in front of them. Children should use a zigzag pattern to weave to the left and to the right of the cones, using both sides of the blade to control the ball. Start by having children walk during the activity, while they get comfortable with dribbling the ball, and then progress to jogging or running.

Once the child has made it through all gates, they can run back to the start of the activity, either leaving their ball at the finish or continuing to dribble the ball in a straight line.



FLOORBALL, WEEK 1: BALL CONTROL



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Group Activities

Ball Thieves

Equipment: Sticks; balls; cones or goals

Divide players into two even teams.

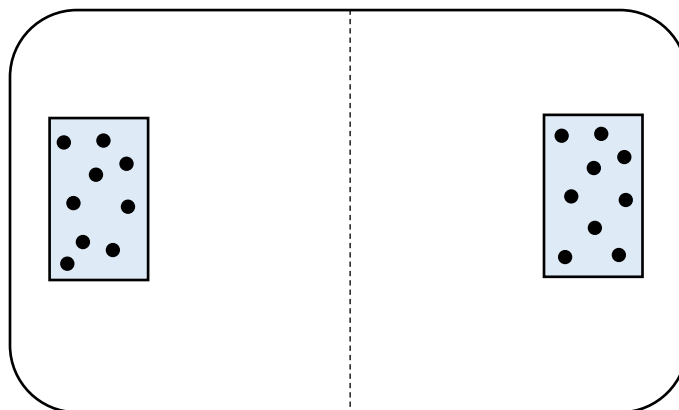
Set up one goal (or use four cones to create a goal) on two opposite sides of the gymnasium. In each goal, place an equal number of balls (use double the number of balls as there are participants in the group).

Have each group line up next to a goal. This will be their team goal for the game. At the coach's whistle, both teams will run or walk to the opposing team's goal and collect a ball. The children must then dribble the ball back and place it in their own goal. Once their ball has been safely deposited into their own goal, the teams can run back to the opposing team's goal to collect another ball.

The game continues for roughly 5 to 7 minutes while teams try to steal as many balls as possible. At the coach's whistle, have all children freeze and leave their balls and sticks where they are. Ask teams to go back to their team's goal and count how many balls they have.

The team with the most balls wins.

Focus during this game should be on maintaining control of the ball.



FLOORBALL, WEEK 1: BALL CONTROL



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



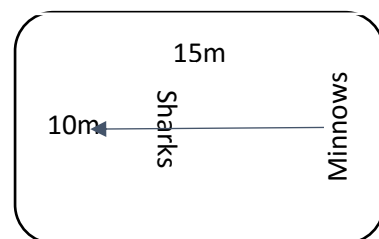
•Cool Down
(10 mins)

Sharks and Minnows

Equipment: Sticks; balls; sport cones

Set up a 10 x 15 meter grid. This is your pond.

For the activity, two children are the sharks and do not have a ball. The rest of the children are minnows and each have a ball. All children have sticks.



Line the minnows side by side along one of the 10 meter lines. Position the sharks inside the pond, facing the minnows.

When the coach says, “swim”, the minnows try to dribble their balls past the sharks safely to the other side of the pond. If a shark steals a ball from a minnow or knocks it out of the pond, the minnow becomes a shark and the family of sharks grows. The minnows that make it safely to the opposite side get to swim again on the coach’s command.

Continue until all the players become sharks.

If a shark steals a ball and can dribble it to the end of the pond, then the shark becomes a minnow and the minnow becomes a shark.

FLOORBALL, WEEK 1: BALL CONTROL



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Cool Down

Dynamic Stretching

Stretching is an important part of cooling down the body after physical activity. You can repeat the dynamic stretches you did at the beginning of the session or add new stretches, like those below, which target various muscle groups.

- **Cross Body Swings:** Stand sideways with one side facing a wall, chair or partner. Place your left hand on the wall and shift all your weight onto your left leg. Raise the right leg slightly in front and to the right of the body. Swing the leg in front and across the body towards the left foot. Swing the leg back out. Repeat and then switch to the left leg.
- **Knee Hugs:** Stand straight with feet hip-distance apart. Bend the knee and pull the right leg up, using the hands to pull the knee closer to the chest. Hold slightly then slowly drop the leg. Repeat, alternating between the left and right legs.
- **Chest Stretch:** Stand straight with feet a little more than hip-width apart, arms straight out to your sides (forming a t-shape). Swing your arms forward (still parallel to the ground) so your arms cross in front of your body at the fore arm or elbow. Swing your arm back and extend past the body to open up the shoulders. Repeat.

Closing Song

Encourage children to end the session with a song that associates words with actions and body awareness, such as “Wheels on the Bus” or other familiar action songs. Action-oriented songs can encourage children to perform a variety of stretching activities, like touching toes or reaching up high, and provides a fun and playful atmosphere for concluding the session.

Be creative and use the closing song as an opportunity to stretch and reflect on the day’s activities.

FLOORBALL, WEEK 2: PASSING & RECEIVING

Introduction and Warm Up Activities (10 minutes)

- Dynamic Stretching
- Crazy Snakes

Individual Skill Development (20 minutes)

- Passing Practice
- Receive and Pass

Group Activities (20 minutes)

- Clean the Yard
- Pass and Shoot

Cool Down (10 minutes)

- Dynamic Stretching
- Team Cheer

FLOORBALL, WEEK 2: PASSING & RECEIVING



• **Warm Up**
(10 mins)



• **Individual Skill Development**
(20 mins)



• **Group Activities**
(20 mins)



• **Cool Down**
(10 mins)



Introduction and Warm Up Activities

Dynamic Stretching

Dynamic stretching uses the body's momentum to warm up before activity and extended the muscle's range of motion. Below are just a few examples of dynamic stretches.

- **Leg Swings:** Stand sideways with one side facing a wall, chair or partner. Place your left hand on the wall and shift all your weight onto your left leg. Swing your right leg forward and backward to stretch the thighs, hips and hamstrings. Switch to the other leg.



- **Lunge Pulses:** Slowly step forward with one foot, allowing both knees to bend. The thigh of the front leg should be parallel to the floor, while the knee of the rear leg should form a 90 degree angle. From this position, slowly pulse up and down, only moving a few centimeters at a time. Count to 15 and then switch to the other leg.

- **Walking Toe Touches:** Stand straight with feet a little more than hip-width apart. Step forward with your left foot and simultaneously kick your right foot up in the air, as close to a 90 degree angle as possible. Bring your hands forward to touch your toes. Continue alternating feet while crossing the field or gym.



- **Arm Swings:** Stand straight with feet a little more than hip-width apart, arms straight to your sides. Keep your arms straight and swing them forward, bringing them up to your head, with arms towards your ears. Swing back to extend your arms behind your body. Repeat to open up the flexibility in your shoulders and arms.

Crazy Snakes

Equipment: Sticks; balls

Give each child a stick and a ball.

Have the group line up in a single line, facing the person in the front of them. The child at the front of the line starts running around the gymnasium in a random pattern and dribbling their ball. The other children must follow the path of the leader while continuing to dribble their ball closely in front of them. Rotate positions to give each child the chance to lead. Encourage children to be aware of their surroundings to avoid bumping into anyone.

Depending on the size of the group, you may need to break the group into two lines.

FLOORBALL, WEEK 2: PASSING & RECEIVING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Individual Skill Development

Passing Practice

Equipment: Sticks; balls; stopwatch

Have children pair up with a partner. Give each pair two sticks and a ball and ask them to stand roughly three meters apart. Have one child lightly tap the ball with their blade of their stick to pass the ball to the other child.

The ball should be received softly, in the middle of the blade to avoid an immediate bounce. Move the blade backward slightly with the ball to slow it down.

Give the children time to get comfortable with passing the ball back and forth. Provide encouragement and instruction throughout the activity.

After a few minutes of passing and instruction, have a timed passing competition. Using a stopwatch, ask each pair to count the number of times they can pass the ball in one minute. Every time one player touches the ball, it counts as one pass. Celebrate the winning team.

Next merge pairs into a group of four. Two players will be the offense (the team with the ball), and two players will be the defense (the team preventing the other team from completing their pass). The players on offense will need to move around as they try to pass the ball back and forth to one another. The players on defense should try to block the ball with their stick and deny the other team from completing the pass.

Switch sides after a few minutes.

FLOORBALL, WEEK 2: PASSING & RECEIVING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)

Receive and Pass

Equipment: Sticks; balls; cones

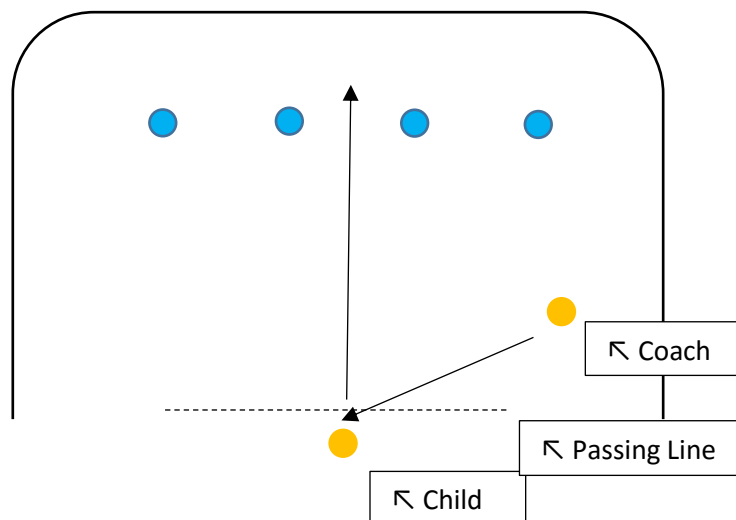
Set up four cones at one end of the rink or gymnasium. Approximately 8 meters from the cones, mark a passing line. Have children line up single file behind and in the center of the passing line.

The coach should stand in front and to the side of the first child, approximately 4 meters away.

The coach begins by passing the ball to the child. The child should receive the ball with their stick's blade and stop the ball to show control. Then have the child pass the ball between the cones.

Start by passing between the two cones that are directly in front of the child. Then progress to passing between the cones to the left and to the right of center. Give each child three attempts to receive and pass the ball before moving to the next child in line.

Consider having the coach or volunteers alternate passing the ball from the left or the right of the child.



FLOORBALL, WEEK 2: PASSING & RECEIVING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Group Activities

Clean the Yard

Equipment: Cones; balls; sticks; whistle

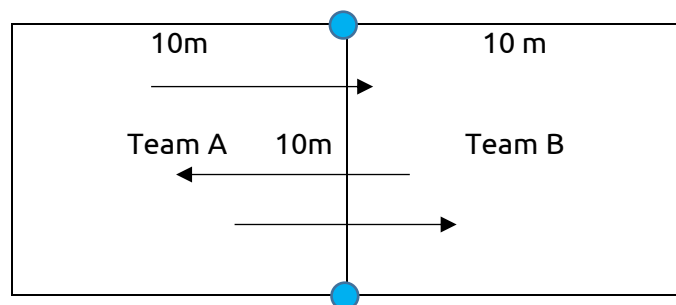
Divide the rink or gymnasium into two equal squares (the diagram below illustrates two 10m x 10m spaces). Use two cones to mark the middle.

Divide the group of children into two teams and station one team on each side of the middle line. Give each child a stick and a ball.

On the coach's command, each child tries to pass the ball from their own yard into the opposing team's yard. As balls get passed into the yard, children will have to constantly receive the new balls and pass them into the opposing team's yard.

After 3 to 5 minutes of play, blow the whistle to stop the game. Have children use their stick to stop any moving balls. Have each team count the number of balls in their own yard. The team with the least amount of balls in their yard wins.

Coaches or volunteers should stand at the back of the field of play to help keep balls in play.



FLOORBALL, WEEK 2: PASSING & RECEIVING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)

Pass and Shoot

Equipment: Cones or goals; balls; sticks

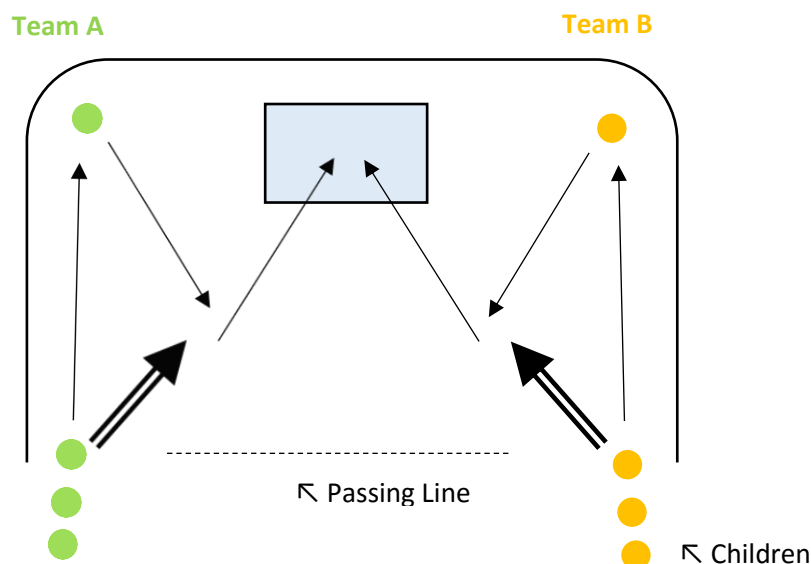
Divide the group into four teams (or two depending on the group size).

Set up one goal (or use four cones to create a goal) on two opposite sides of the gymnasium or rink. Designate a passing line (or use an existing mid-line) approximately 15 to 20 meters away from the goal. The set up will be the same for each goal, with two teams running the activity on the same goal.

Give each child a stick and provide each team with a small number of balls.

Start by having all but one team member line up at the passing line, near the side of the rink. You will have four lines around the rink. Next station the one remaining member of each team in the corner of the rink. The first child in line will pass the ball to the player in the corner and then move forward toward the goal. The child in the corner will receive the pass and then pass the ball back to the same teammate. The child near the goal will receive the ball and take a shot on the goal.

After 1-2 minutes, change the child in the corner to give all children an opportunity to pass.



FLOORBALL, WEEK 2: PASSING & RECEIVING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Cool Down

Dynamic Stretching

Stretching is an important part of cooling down the body after physical activity. You can repeat the dynamic stretches you did at the beginning of the session or add new stretches, like those below, which target various muscle groups.

- **Cross Body Swings:** Stand sideways with one side facing a wall, chair or partner. Place your left hand on the wall and shift all your weight onto your left leg. Raise the right leg slightly in front and to the right of the body. Swing the leg in front and across the body towards the left foot. Swing the leg back out. Repeat and then switch to the left leg.
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Team Cheer

Close the practice with the team cheer that was developed during the warm up in week 1.

FLOORBALL, WEEK 3: SHOOTING

Introduction and Warm Up Activities (10 minutes)

- Dynamic Stretching
- Traffic Police

Individual Skill Development (20 minutes)

- Around the World
- Shooting for Accuracy

Group Activities (20 minutes)

- Team Relays
- Bombardment
- Under Pressure

Cool Down (10 minutes)

- Dynamic Stretching
- Team Cheer

FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Introduction and Warm Up Activities

Dynamic Stretching

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Traffic Police

Equipment: Sticks; balls

Give all children a stick and a ball. Have them spread out across the gymnasium or rink. Start by having all children face in the same direction.

At the coach's whistle, have children begin walking forward, while using control to dribble the ball. All children should be moving in the same direction. At the next whistle, the coach should call out a direction – left, right or backwards – and the children will rotate to move as a group in another direction. Continue with the activity for 3 to 5 minutes, constantly changing the direction in which children are dribbling.

FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Individual Skill Development

Around the World

Equipment: Goal or cones; stick; five balls

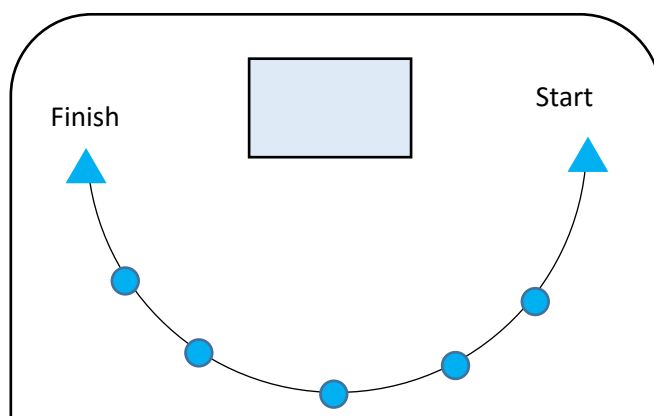
Using the diagram below as an example, place five balls around a goal. The balls should be spaced out equally and each be approximately 6 meters from the goal.

Have children line up at the start, near the corner of the rink. At the coach's whistle, have the first child move toward the first ball, stop and make a shot on goal. The child should then continue moving to each ball until they have completed five shots. Once the child has made it to the finish, reset the balls for the next child in line.

After children have gotten comfortable with the activity, consider adding an element of competition:

- Make each goal scored worth 5 points. Then give children a set amount of time (15 to 30 seconds) to complete as many successful goals as possible. The child with the highest score is the winner.
- Time each child as they complete all five shots. Recognize the child that successfully makes the most goals in the fastest time.

Depending on the number of children in the group, consider setting up one station at each end of the rink.



FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)

Shooting for Accuracy

Equipment: Sticks; balls; floorball goal; solid tape or rope; cones

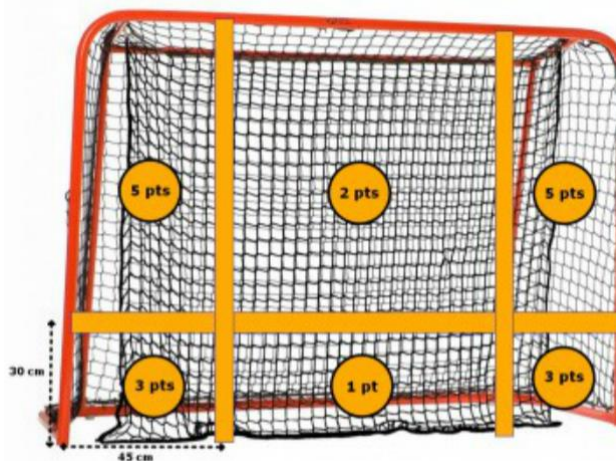
Using the image below as an example, use tape or rope to create a grid on the floorball goal. The grid will create different zones within the goal and each zone will have a different point value, as illustrated below.

Place two cones approximately 5 meters away from the goal. This is the shooting line.

Line children up at the shooting line.

Going one at a time, give each child the opportunity to shoot the ball five times. After each shot, count the number of points the child receives based on where the ball enters the goal. If the ball misses the goal entirely, the shot will receive 0 points.

5 points	2 points	5 points
3 points	1 point	3 points



FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Group Activities

Team Relays

Equipment: Sticks; balls; cones; goals

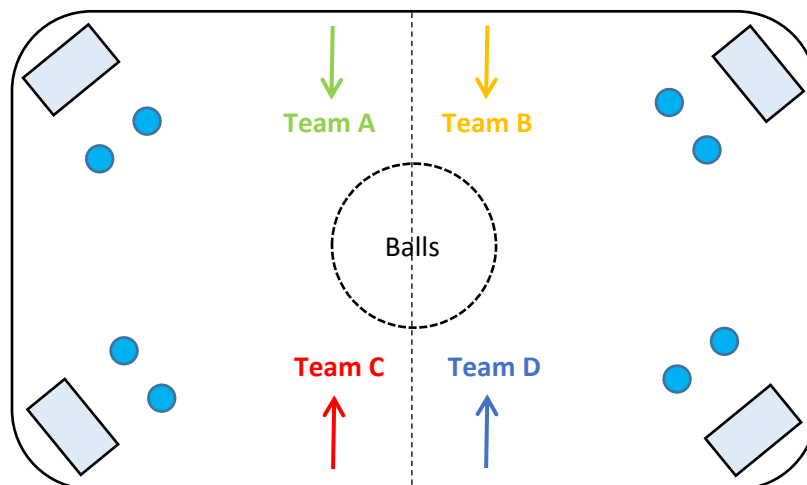
In each corner of the rink, set up a goal or use two cones to create a goal. Approximately 3 meters away from the goal, place two cones. These cones should be 1-2 meters apart from one another.

Place four balls in the center of the rink. Divide the group into four teams. Have teams line up parallel to the center of the rink, with one team assigned to each goal.

At the coach's whistle, have the first child from all four teams move simultaneously from their line to collect a ball from the middle of the rink. Each child will then dribble the ball with their stick to the cones placed in front of their goal. They must then shoot in between the cones and into the goal. Children can try as many times as necessary until they successfully make the shot.

After a goal is made, the child should collect the ball from the goal and dribble it back to the center circle, after which they can return to the end of the line. Once the ball is placed back into the circle, the next child in line can begin. This continues until all children on the team have made a goal.

The game is a relay, so the first team to have all children complete the activity wins. If the group does not equally divide into four teams, some teams may have one child go twice.



FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)

Bombardment

Equipment: Sticks; floorball balls; cones; playground balls

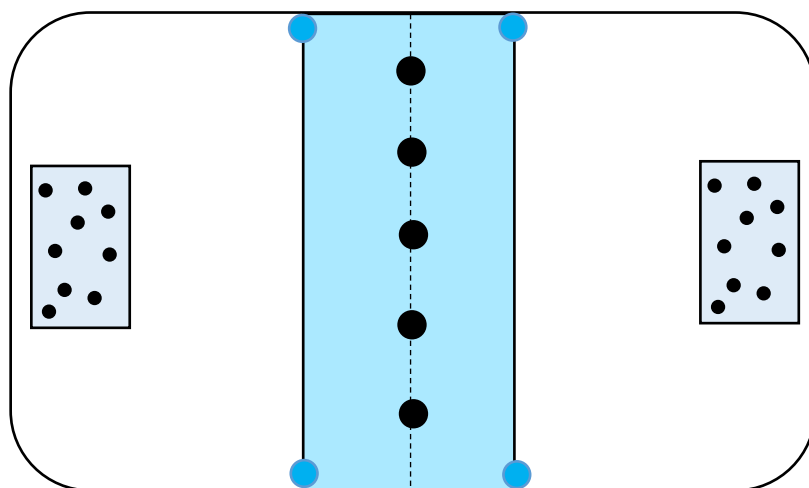
Place 5 to 10 playground balls down the center of the rink. These balls should be of various shapes and sizes – for example, volleyballs, dodge balls, footballs. At the edge of the rink, on both sides of the balls, place cones approximately 2 meters away from the center line. These four cones create your neutral zone.

Divide the group into two teams and have one team stand on each side of the neutral zone. This area is the team’s shooting zone. Give each child a stick. Create a small pile of floorball balls near the back of each shooting zone.

The goal of the game is to move the playground balls from the neutral zone into the opponent’s shooting zone by hitting the playground balls with floorball balls. Children cannot enter into the neutral zone, so they must think strategically about not wasting shots.

When a team has moved a playground ball from the neutral zone into the other team’s shooting zone, then the team receives a point.

Play the game with three 5-minute periods, allowing teams to collect their floorball balls after each period.



⌞ Neutral Zone

FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)

Under Pressure

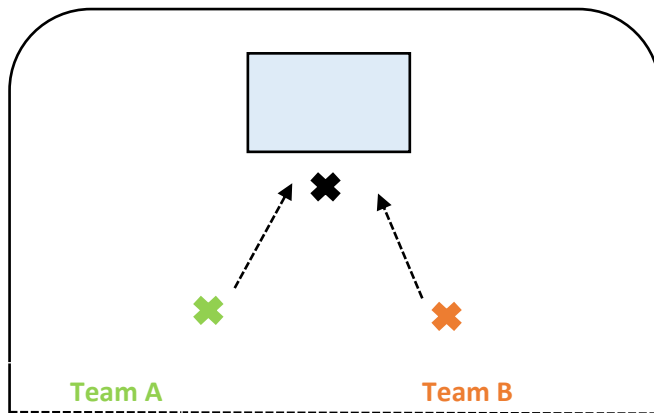
Equipment: Goal; sticks; balls

Divide the group into two teams and have teams line up on the center line. Give each child a stick and a ball. Designate one child to be the goalkeeper (the goalkeeper could also be a coach or volunteer).

Begin by having teams take turns trying to make a shot on the goalkeeper. If the child scores a goal, they can sit down. If not, the child should rejoin their team at the back of the line.

The team to finish first wins.

Repeat the game and have the teams switch sides to practice shooting from a different side or allow for another child to be the goalkeeper.



FLOORBALL, WEEK 3: SHOOTING



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Cool Down

Dynamic Stretching

Stretching is an important part of cooling down the body after physical activity. You can repeat the dynamic stretches you did at the beginning of the session or add new stretches, like those below, which target various muscle groups.

- **Cross Body Swings:** Stand sideways with one side facing a wall, chair or partner. Place your left hand on the wall and shift all your weight onto your left leg. Raise the right leg slightly in front and to the right of the body. Swing the leg in front and across the body towards the left foot. Swing the leg back out. Repeat and then switch to the left leg.
- **Knee Hugs:** Stand straight with feet hip-distance apart. Bend the knee and pull the right leg up, using the hands to pull the knee closer to the chest. Hold slightly then slowly drop the leg. Repeat, alternating between the left and right legs.
- **Chest Stretch:** Stand straight with feet a little more than hip-width apart, arms straight out to your sides (forming a t shape). Swing your arms forward (still parallel to the ground) so your arms cross in front of your body at the fore arm or elbow. Swing your arm back and extend past the body to open up the shoulders. Repeat.

Team Cheer

Close the practice with the team cheer that was developed during the warm up in week 1.

FLOORBALL, WEEK 4: SCRIMMAGE

Introduction and Warm Up Activities (10 minutes)

- Dynamic Stretching
- Obstacle Course

Individual Skill Development (20 minutes)

- Circle Passing
- 3-on-1

Group Activities (20 minutes)

- Floorball Scrimmage

Cool Down (10 minutes)

- Dynamic Stretching
- Sport Reflection
- Team Cheer

FLOORBALL, WEEK 4: SCRIMMAGE



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Introduction and Warm Up Activities

Dynamic Stretching

Dynamic stretching uses the body's momentum to warm up before activity and extended the muscle's range of motion. Below are just a few examples of dynamic stretches.

- **Leg Swings:** Stand sideways with one side facing a wall, chair or partner. Place your left hand on the wall and shift all your weight onto your left leg. Swing your right leg forward and backward to stretch the thighs, hips and hamstrings. Switch to the other leg.



- **Lunge Pulses:** Slowly step forward with one foot, allowing both knees to bend. The thigh of the front leg should be parallel to the floor, while the knee of the rear leg should form a 90 degree angle. From this position, slowly pulse up and down, only moving a few centimeters at a time. Count to 15 and then switch to the other leg.

- **Walking Toe Touches:** Stand straight with feet a little more than hip-width apart. Step forward with your left foot and simultaneously kick your right foot up in the air, as close to a 90 degree angle as possible. Bring your hands forward to touch your toes. Continue alternating feet while crossing the field or gym.



- **Arm Swings:** Stand straight with feet a little more than hip-width apart, arms straight to your sides. Keep your arms straight and swing them forward, bringing them up to your head, with arms towards your ears. Swing back to extend your arms behind your body. Repeat to open up the flexibility in your shoulders and arms.

Obstacle Course

Equipment: Sticks; balls; cones; chairs or benches; floor markers

Using available equipment, construct an obstacle course that focuses on the skills developed in previous weeks. The obstacle course can consist of a variety of obstacles, including:

- Cones set up in a zigzag pattern to practice forehand and backhand movements
- Two cones spaced two meters apart to move in a figure eight around the cones while controlling the ball
- Cones or goals set up to practice shooting on goal
- Cones or a goal set up with an obstacle in front of it (like floor marker or cone) that children must move around before scoring a goal

FLOORBALL, WEEK 4: SCRIMMAGE



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



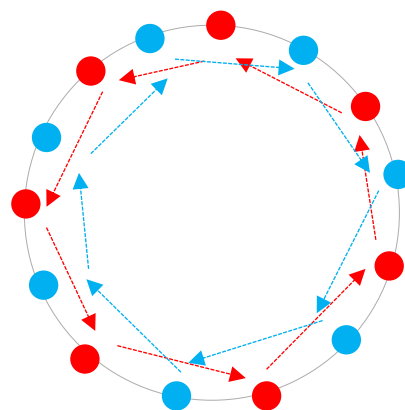
Individual Skill Development

Circle Passing

Equipment: Sticks; balls

Divide participants into two teams – a red team and a blue team. Have children get into a large circle that alternates between a red team member and a blue team member. Give each child a stick. Give a ball to one red team member and a ball to one blue team member.

Begin the activity by having children pass in a circle to the next member of their team. The red team will pass to the next teammate on their right (moving the ball to the right around the circle). The blue team will pass to the next teammate on their left (moving the second ball to the left around the circle). Children will have to go around the person next to them to pass to their teammate. After a few minutes, switch the direction in which each team is passing.



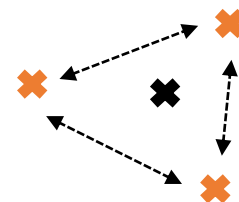
3-on-1

Equipment: Sticks; balls

Divide the participants into groups of four. Give each child a stick and each team one ball.

Three children on the team are on offense and the remaining child will be on defense. Arrange the three offensive players in a triangle and have the defender stand in the middle of the triangle.

On the coach's whistle, the three offensive players begin passing the ball around the triangle. The defender tries to intercept the ball.



After a few minutes of play, stop and switch roles to allow each child the chance to be the defender.

FLOORBALL, WEEK 4: SCRIMMAGE



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Group Activities

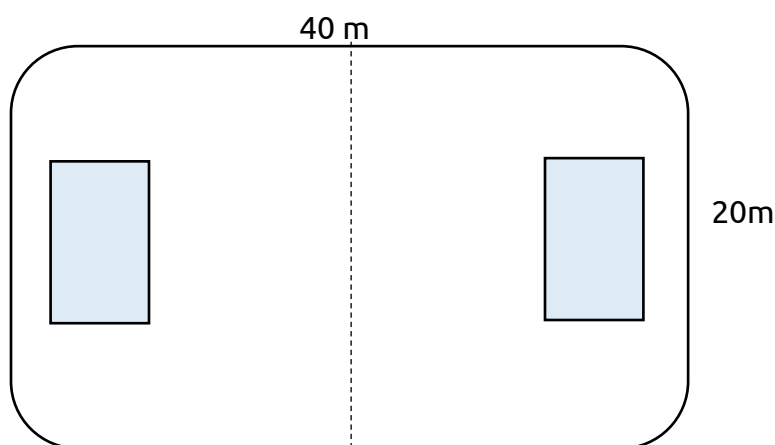
Floorball Scrimmage

Equipment: Cones or goals; ball; colored vests or flags

The scrimmage is a chance for the group to put into play all of the skills they have developed over the prior three weeks.

Divide the group into two teams with an even number of players. *Consider the number of children in the group. It may be necessary to break the group into four teams and run two consecutive games to allow for 3-on-3 or 5-on-5 play.*

Set up the floorball rink with cones or a goal at both ends of the rink. Conduct the game with two- 10 minute halves. Play the match without goalies.



FLOORBALL, WEEK 4: SCRIMMAGE



•Warm Up
(10 mins)



•Individual Skill
Development
(20 mins)



•Group
Activities
(20 mins)



•Cool Down
(10 mins)



Cool Down

Dynamic Stretching

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Sport Reflection

As the final session focused on floorball, ask children to reflect on their experience with the sport. Bring the group together in a seated circle and ask the children to share what they liked or disliked, what was easiest and what was hardest, and what was most fun.

This is a great opportunity to determine if someone in the group has a strong interest in floorball and may want to continue with the sport in the future.

Team Cheer

Close the practice with the team cheer that was developed during the warm up in week 1.