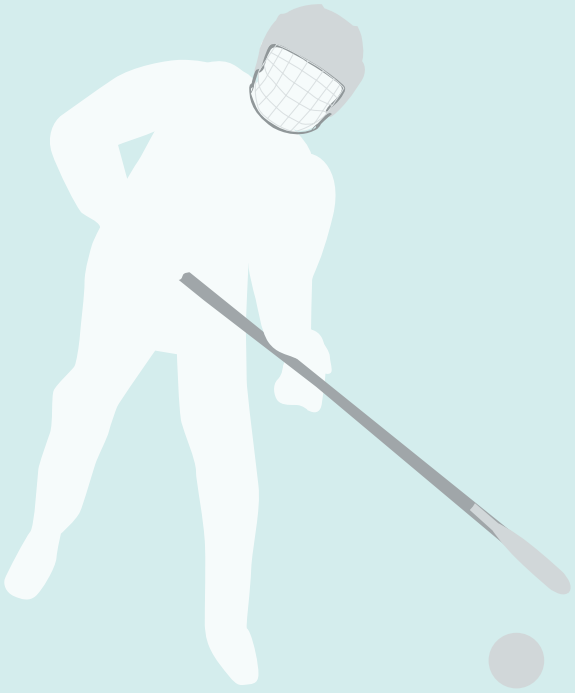
- BROOMBALL -
Initiation
Guide



AN INITIATIVE OF :

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RSEQ

IN COLLABORATION WITH :

F.Q.B.G

Québec

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PRODUCTION TEAM

RÉSEAU DU SPORT ÉTUDIANT DU QUÉBEC (RSEQ)

FÉDÉRATION QUÉBECOISE DE BALLON SUR GLACE

ASSOCIATION QUÉBÉCOISE POUR LE LOISIR DES PERSONNES HANDICAPÉES (AQLPH)

PARASPORTS QUÉBEC

Note that we are using the new spelling.

THE DESIGN OF THIS GUIDE IS MADE POSSIBLE THANKS TO THE SUPPORT AND FINANCIAL SUPPORT OF THE MINISTRY OF EDUCATION.

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INTRODUCTION

GUIDE OBJECTIVES

This guide aims to equip **Broomball Coaches** to run activities and sessions with **beginner participants** of all ages. The content can be used in different contexts: extracurricular activity, sessions for children aged 6 to 12, discovery session for beginners, etc.

The idea behind the guide is therefore to :

- **gradually** introduce young people who are starting to play broomball;
- facilitate the planning of 1 or more broomball sessions;
- maximize the pleasure and motor involvement of young peole in learning a new sport

HOW TO USE THIS GUIDE?

Before embarking on leading sessions, you need a minimum of preparation. We advise you to read the *INTRODUCTION* and *ESSENTIALS* sections to know, among other things, the role of the person leading, and to have an overview of the sport.

Then, to use the sections to their full potential, we suggest the following steps:

1. Find out about the **clientele** (age and number of people) and their **caracteristics** (experience).
2. Select the **activities** according to the **intention of the animation** and the total time of the session using the different sections of the guide :
   - SECTION 1 : **MOVEMEMENT AND BALL HANDLING**
   - SECTION 2 : PASSES
   - SECTION 3 : **SHOTS**
   - SECTION 4 : **BASIC** TACTICS (individual et collective)
3. Adapt activities to the needs and abilities of participants using multiple **variations**. For ideas on how to best accomodate a participant with special needs, see the ***INITATION TO BROOMBALL FOR EVERYONE***

LEGEND

LEGEND FOR ACTIVITIES

To find **who** the activities are aimed at based on their experience, refer to these pictograms.

DISCOVERY

First experience in Broomball shoes with a stick in your hands.

BEGINNER level : young person more less comfortable on the ice, without technique for stick handling.

Easy level variant

BEGINNER-INTERMEDIATE level : young person comfortable on the ice and with a stick in hand.

Mid-level variant.

ADVANCED-BEGINNER level : young person comfortable on the ice and handling the ball with their stick

Hard level variant.

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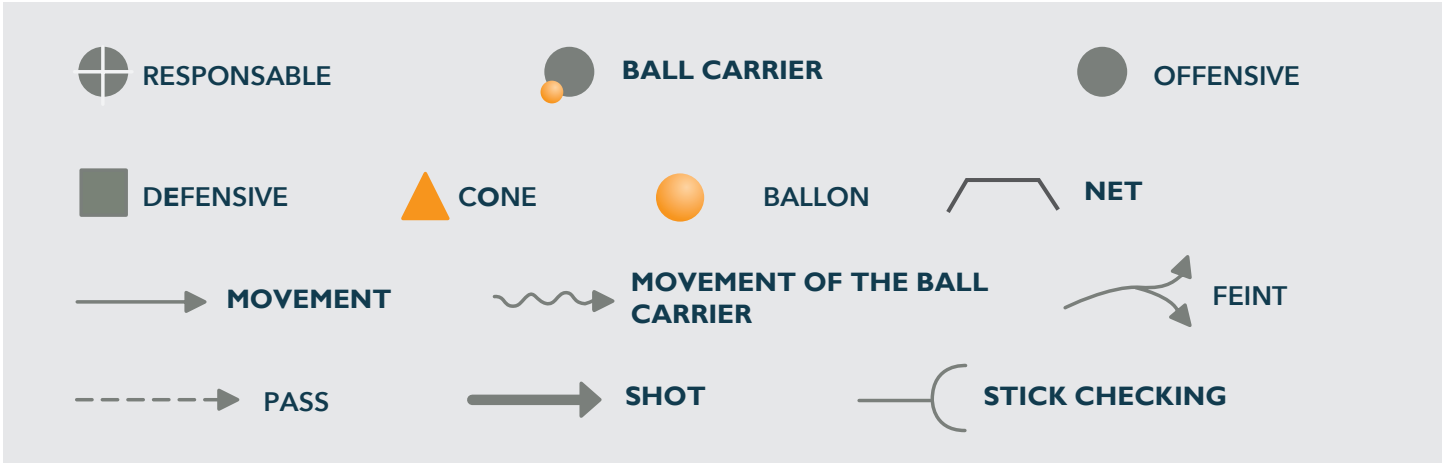
LEGEND (continued...)

LEGEND FOR DIAGRAMS

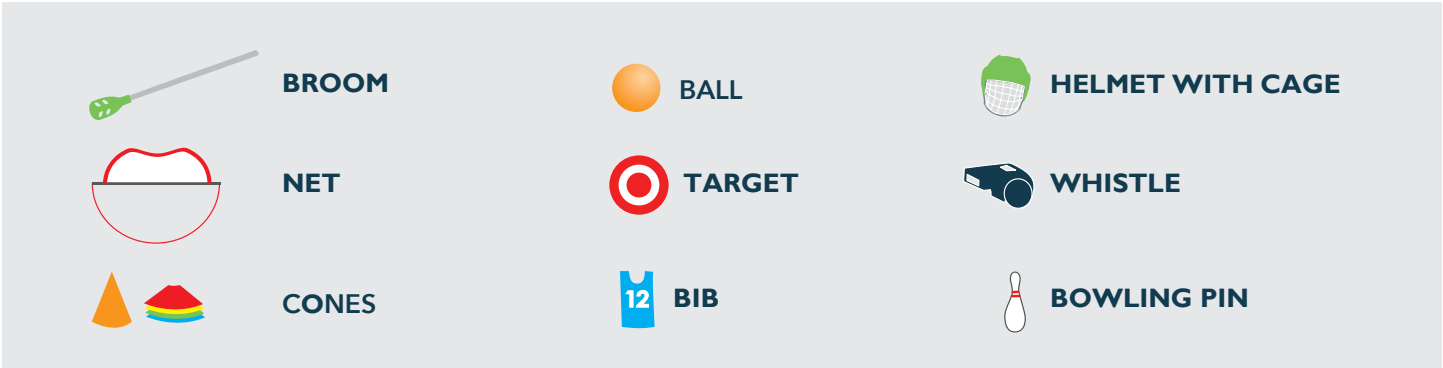
To fully understand the diagrams, refer to this adaptation of the international legend for team sports.



Source : GAGNON, Gérard (1989). *Hockey : Team Games. More than 200 tactical exercises and games.* University Press of the University of Montreal.

LEGEND FOR EQUIPMENT

Certain pictograms will be used to illustrate the equipment to be used.



LEGEND FOR THE PICTOGRAMS

We have tried to make the different elements of the guide easier to read using these pictograms.

Note : The Réseau du sport étudiant du Québec (RSEQ) is not responsible for the content in the hyperlinks placed as a reference.

WHAT IS BROOMBALL?

Invented in Canada, Broomball has historically been played on outdoor since since the early 1900s. For several decades, it has been mainly played in arenas and has recently spread to gymnasiums, sport clubs and dek hockey surfaces (floor hockey).

Broomball is practiced across 11 countries, both recreationally and competitively. On this side, Quebec stad out both in Canada and globally!

In winter


... like in summer!

Requiring little equipment, Broomball is very complete. It requires people who play it to learn how to move, carry the ball, dribble, pass and shoot, make decisions and play as a team. Its fans benefit from all these advantages: intensity, speed and accessibility!

Broomball is a beautiful marriage between tactical, technical, physical, psychological and ethical aspects.

Source : Broomball Canada, The sport of Broomball - Historical Roots : https://en.wikipedia.org/wiki/Broomball

QUEBEC BROOMBALL FEDERATION

Founded in 1971, the Quebec Broomball Federation (FQBG) offers youth initiation and equipment loan programs to help organizations, schools and new coaches introduce this wonderful sport to young people.

Both in a recreational and competitive practice, the FQBG promotes values of respect, pleasure in playing, cooperation and encouragement between participants and leaders. The FQBG encourages broomball enthusiasts to learn how to manage their emotions.

The intensity of the game and the combativeness of the players bring their share of emotions linked to the successes and failures experienced. This requires accepting them and doing so with dignity in defeat and modesty in victory, without seeking to ridicule one's opponent(s).

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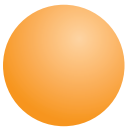
THE ESSENTIALS

NECESSARY MATERIAL

To obtain equipment, contact the Féderation québecoise de ballon sur glace. A loan program for balls, brooms, shoes and jerseys is availabe www.ballonsurglace.com

BALL

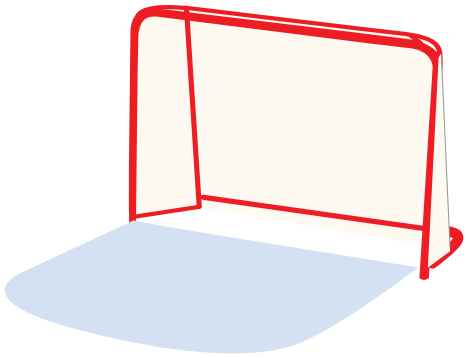
The official ball is always preferable in playing situations. To play outside, there are specific balls for very temperatures (-10°C and below). If necessary, use other types of balls made for *dek hockey* (ball hockey) or gymnasium surfaces.



NET

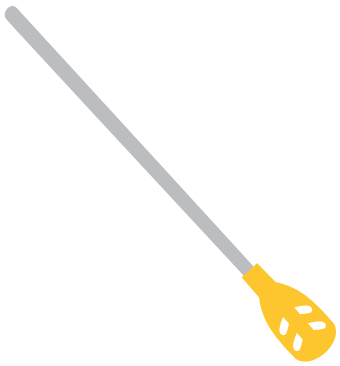
The official broomball net measures 1,5 m high by 2,1 m wide.

If necessary, use *Cosom* hockey nets.



BROOM

The broom can be made of wood, aluminum or carbon. It is important to have brooms of different lengths to adjust to the height of players.



Make it easier to pass and shoot with the wrist by using brooms with curved heads.

PROTECTIVE EQUIPMENT

Usually played on indoor or outdoor ice, this sport can also be practiced on other surfaces such as *dek hockey* (ball hockey) or the gymnasium by adapting the equipment and rules as needed.

HELMET WITH CAGE

No matter the exterior surface, protect the head and face from all people present with helmets fitted with a cage.

In a gymnasium, when the only protection is wearing glasses, adapt the rules of play accordingly: no lifting the head of the broom and the ball above the hips.

GLOVES

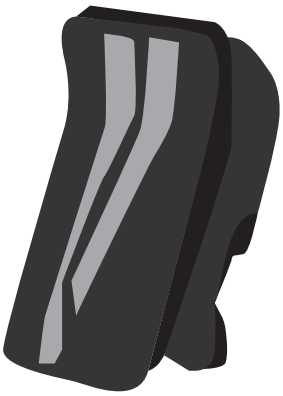
Broomball gloves are similar to hockey gloves, but smaller and more flexible.

Use hockey or *dek hockey* gloves if necessary.

CHEST PROTECTOR (goalkeeper)

To protect the goalkeeper's abdomen, choose a simple and space-saving chest protector.

Use a larger hockey chest protector if necessary.



BLOCKER (goalkeeper only)

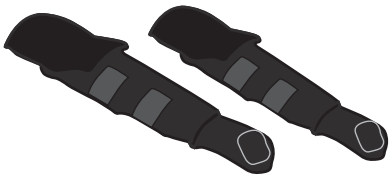
Used by the goalkeepr to hold the broom and block shots.

Same piece of equipment as in hockey.

SHIN PADS

It is recommended to wear shin pads to protect the knees and shins.

Use knee and shin protectors independently as needed. For example, volleyball knee pads and soccer shin guards can do the trick!



SHOES (on ice only)

Broomball shoes are made of a spongy sole that increases adhesion to ice.

It is possible to play without these types of shoes, but controlling movement and sliding will be much more difficult. If snow is added on the ice, no shoe will offer enough control in the event of a slip.

On a *dek hockey* (ball hockey) surface or in a gym, use gym sneakers.

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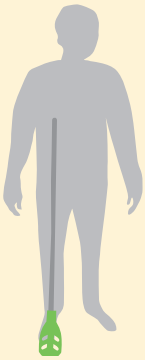
SECURITY

Here are the main security elements related to the activities in this guide. Before taking action, discuss the behaviors to adopt to avoid injuries.

ADJUST THE EQUIPMENT

Cut the broom to the righ size for the person (between the navel and armpits).



STAY STANDING AT ALL TIMES

Avoid sliding which could cause your opponents or team members to fall !

AVOID THE GOALKEEPER ZONE

Only the goalkeeper is allowed to be in this zone.

WATCH OUT FOR WHIP SHOTS !

With beginners or in recreational leagues, keep the broom under the shoulders even for powerful shots. Without possession of the ball, keep the broom close to the ice or surface

When practicing on a dek hockey surface or in a gymnasium, if you do not have a broom specifically designed for wood, rubber or plastic surfaces, here is a good idea:
wrap the broom with an old stocking and tie it with an elastic band! Since the broom is usually made of rubber, this will help the broom glide for an "on ice" effect.

SIMPLIFIED RULES

BALL

Broomball is a team sport in a common area where 2 teams of 6 players (5 in front and 1 in the net) compete to score the most goals in the opposing camp. Derived from hockey, this sport is played on an icy surface in shoes with 1 ball and brooms.

☛ Depending on the size of the playing surface, it is possible to reduce the numbes to 3 against 3 plus the goalkeepers.

TIME

A game consists of 2 periods of 12, 15 or 18 minutes depending on age and level of play.

PLAYING SURFACE

Use a normal-sized ice rink, a *dek hockey* (ball hockey) or a gymnasium.

☛ In a gymnasium, free the periphery of the playing area from bulky obstacles. Use Swedish benches turned on their sides to create a small "board".

ESSENTIAL RULES

CENTER FACE-OFF

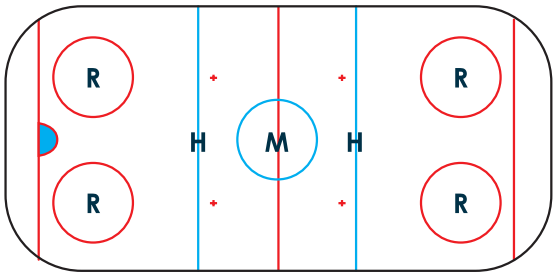
At the start of the game, periods or following a goal, the face-off is made in the **center** of the playing surface. («M» on the diagram).

FACE-OFFS

If the goalkeeper stops the ball, there is a face-off at the **circle closest** to the stoppage. («R» on the diagram)

OFFSIDE

The ball must cross the center line BEFORE all members of the attacking team. Otherwise, it is offside and the face-off takes place in the **center near the blue line**. («H» on the diagram)



SANCTIONS AND OFFENCES

- **Immobilisation of the ball.** When the ball is stopped by a player other than the goalkeeper.
- **Contact**. When one person blocks, obstructs, pushes, trips, bullies, grabs, or hits another person.
- **HighStick.** When the ball or 1 member of the opposing team is touched with the broom above the shoulders..
- **Sportsmanship**. For any behavior deemed unsporting.
- **Sliding**. When 1 player trips an opponent by sliding on the ground.

☛ Infractions are sanctioned by the expulsion of the player for a given time (e.g.: 2 minutes).

☛ To request a Canadian rulebook, or to consult the official international rules, visit the website of the Fédération québécoise de ballon sur glace at www.ballonsurglace.com or write to fqbg.comm@gmail.com.

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IMPORTANCE OF SPORTS PRACTICE

There are many reasons that push young and elderly people to engage in physical and sporting activities. Some people are motivated by the physical health benefits it provides, others benefit from its positive impacts on mental health, while others focus on elements that go beyond the body. Sports practice allows you to:

- DEVELOP **motor skills** and improve **physical condition**;
- DEVELOP **self-esteem, self-value** and **self-confidence**;
- CREATE **new connections** in the brain and maintain them;
- DEVELOP **social skills**.

Source: LE SPORT C'EST POUR LA VIE (2020). *Développer la littératie physique – Vers une nouvelle norme pour tous les Canadiens.* https://litteratiephysique.ca/wp-content/uploads//2020/01/De%CC%81velopper-la-litte%CC%81ratie-physique-Vers-une-nouvelle-norme-pour-tous-les-Canadiens-December-2019.pdf

People with disabilities, more specifically, benefit from all the benefits mentioned above. In addition, practicing sporting activities allows these poeople to meet **needs** essential for self-esteem.

SENSE OF BELONGING
Feeling **included**, **accepted** and **respected** by the rest of the group.

AUTONOMY
Feeling **independant**, having the ability to make choices and control the situation.

PURPOSE
Give meaning to their practice, feel that their presence is important and that they have a responsibility in relation to others.

SELF-CONTROL
Feeling **competent** and in possession of their means.

SURPASSING ONESELF
Take on challenges that match their abilities (neither too easy nor too difficult).

COMMITMENT
Be anchored in the **present moment**, be **passionate** and **love** the activity they practice.

Source: CDPP (2020). *The Blueprint for Building Quality Participation in Sport for Children, Youth and Adults with a Disability including Quality Participation Checklist Audit Tool.* https://cdpp.ca/sites/default/files/CDPP%20Quality%20of%20Participation%20Blueprint%20Jan%202020.pdf

WAYS OF SEEING DISABILITY

Broomball is a sport that can be adapted to all types of young people. It certainly presents a winning profile for people with disabilities who like intensity, speed, and accessibility. There are 3 models for understanding disability. These will change the way we perceive the potential and limitations of the people concerned.

MEDICAL MODEL

- Focuses on the **disability** and the contraint, thus the body has its **medical diagnosis**.
- Sees the **medical intervention** as the only solution to resolve or eliminate the disability.
- With these glasses, we see disability as something that needs to be fixed. We are not looking for way sto break down social barriers.

SOCIAL RELATIONSHIP MODEL

- Sits **between** the medical and social models: it sees the **effects of disability** and the way in which **social structures** can limit the effects of a total inclusion.
- Focuses on **communication** with the athlete to eliminate obstacles and maximize the positive impact of training.
- With these glasses, we focus on the experience experienced by the person with a disability.

SOCIAL MODEL

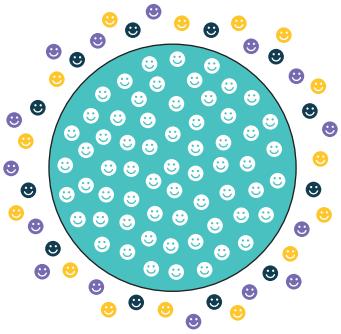
- Focuses on **social barriers** linked to disability that cause **exclusion** and **discrimination** of those affected.
- Avoids seeing the medical limitations of disability.
- With these glasses, if a person hesitates to play a sport, it is not because they are in a wheelchair; this is because of the stairs that provide access to the complex.
  Thus, we would like to counter the obstacle by installing a ramp

Source : ATHLÉTISME CANADA (2020). *Devenir prêt pour le para : guide des ressources d'inclusion et d'intégration du para-athlétisme au Canada*. https://athletics.ca/wp-content/uploads/2021/10/Devenez-pret-pour-le-para-FINALE-1-1.pdf

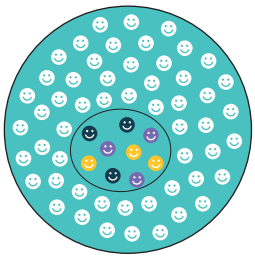
SOME DEFINITIONS

To shed light on certain concepts, here are some definitions:

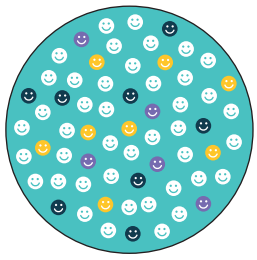
- **Disability**. Consequence of the environment and society that prevents a person from participating to a sporting activity. It can be temporary (e.g. injury) or permanent.
- **Impairment**. Problem in body function or structure. It can be **sensory** (auditory and visual), **intellectual** or **physical** or **motor**.
- **Incapacity**. Obstacle that arises from the deficiency.
- **integration and inclusion.** Place left in the group for young people with disabilities, according to their abilities and their preferences.



EXCLUSION



INTEGRATION



INCLUSION

FUNDAMENTAL ELEMENTS OF A POSITIVE EXPERIENCE

To successfuly adopt an ***INCLUSIVE APPROACH*** and thus promote a positive experience in sports practice, we must try to:

- **RAISE AWARENESS** among all young people and the support team of discriminatory attitudes and behaviors (to better understand and avoid them);
- **BETTER EQUIPPING** members of the organization (at all level) to promote acceptance of differences and thus fight against discrimination during sessions;
- **DEVELOP** innovative approaches, interventions and programs in terms of inclusive leisure or sport experiences.

Source : AQLPH (2020). *Guide de référence vers une intégration réussie dans les camps de jour.* https://www.aqlph.qc.ca/app/uploads/2020/04/Guide-de-r%C3%A9f%C3%A9rence-Vers-une-int%C3%A9gration-r%C3%A9ussie-2020-1.pdf

RESPECTFULL APPELLATIONS

• having a disability or impairment	• disabled, invalid, crippled
• affected by... or having... (name of impairment)	• suffering, victim of…, afflicted by…, struck by…
• wheelchair user	• confined to a wheelchair
• person without a disability	• normal
• with an intellectual disability	• retarded, deficient, or having a mental problem
• having a disability or congenital deficiency	• deformed or with malformations
• having a mental health problem or living with a psychological disability	• alienated, crazy, neurotic, or mentally ill

Source : ALLIANCE DE VIE ACTIVE POUR LES CANADIENS AYANT UN HANDICAP. *Des mots respectueux.* https://ala.ca/sites/default/files/wp-content/uploads/Des-mots-respectueux-1.pdf

INCLUSIVE APPROACH

The inclusive approach allows everyone, regardless of their abilities, to use the services offered to the entire population in the same or similar way. Concretely, we focus on 3 axes : ***WELCOME (1)***, ***EFFECTIVE COMMUNICATION (2)*** and ***ADJUSTMENTS, MODIFICATIONS AND PROPOSED REPLACEMENTS (3)***.

1 WELCOME

Welcoming is not limited to welcoming the participant, but to adopting an attitude and behaviors which will demonstrate, beyond gestures, that you are listening and open to their presence.

BEFORE THE SESSION

- ☐ Find out about the **needs of the youth** to determine the type of management required (change of ratio for the animation, integration into a different age group, etc.)
- ☐ Ensure that the site is **accessible** and that movement is easy.
- ☐ Plan the **necessary material** in advance and make requests to those in charge if necessary.
- ☐ Find out about the participants' **abilities and limits** (their need to isolate themselves, move around, take medication, etc).

DURING THE SESSION

- ☐ **Take an interest** in the young person's interests and sporting aspirations (build a connection).
- ☐ **Ask** the young person if they would like help (**never assume the young person's abilities or inabilities**).
- ☐ Be **patient**, **listen** and remain **available**.
- ☐ Highlight **successes.**

☞ Everyone wants to have **meaningful relationships** with others. To do this, it is necessary to establish a climate of trust which contributes to building positive and reciprocal interactions with others.

2 EFFECTIVE COMMUNICATION

To learn and understand our environment, humans use their senses. Thus, it is possible for 3 young people to interpret the same message in 3 different ways.

VISUAL UNDERSTANDING

Understanding the exercise by **observing** the gesture to which you will associate the expected action.

AUDITORY UNDERSTANDING

Understanding of the exercise through the **words** and **sounds** that will be associated with the requested action.

KINESTHETIC UNDERSTANDING

Understanding the exercise by the **movement** that you will make them do, in movement or on the spot, and to which you will associate the expected action

For an exercise to be well understood, ensure that :

- **verbal explanations** are clear ;
- the **gestures** are precise and fair ;
- the **images** used (pictograms) to illustrate the instructions are simple and accurate ;
- demonstrations and verbal explanations are **coherent** (avoid confusion) ;
- the instructions are **short and simple** ;
- the **rate of speeech is slow enough**, but not too slow (to allow assimilation of information) ;
- the participants understand well before being allowed to play (ask **open-ended questions)**.

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INCLUSIVE APPROACH (continued...)

3 PROPOSED ADJUSTMENTS, MODIFICATIONS AND REPLACEMENTS

To meet the specific needs of a person with a disability when running a broomball practice, you must listen, but above all, be creative and flexible. We propose here an approach which will allow the session to be adapted according to the 7 domains.

SPATIAL ORIENTATION

- ✓ **Size of the field** (decrease the size to reach the goal with fewer steps)
- ✓ **Size of the net** (increase the size)
- ✓ **Rest** (provide a space to rest or decompress)
- ✓ **Delimitation of space** (place temporary or permanent visual markers to delimit the space)
- ✓ **Stimuli** (reduce external distractions or ambient noise)
- ✓ **Type of surface** (choose a non-icy surface for easier movement

MATERIAL

- ✓ **Ball size** (choose a larger ball)
- ✓ **Weight of the ball** (use a softer, gymnasium ball or a party ball to slow down its movement)
- ✓ **Size and weight of the broom** (use a broom with a wider handle to make it easier to hold)
- ✓ **Solidity** (apply Velcro to the handle so it adheres to the hands)
- ✓ **Ball contact area** (use a larger broom to facilitate ball control)
- ✓ **Stability** (use a hockey stick with a curved head)

PHYSICAL ADAPTATIONS

- ✓ **Position** (sit)
- ✓ **Comfort**
- ✓ **Security**
- ✓ **Simplify the task** (use a chair to move around)

TIME

- ✓ **Rest** (plan breaks between periods of play)
- ✓ **Sequenced learning** (plan small learning blocks spread over several sessions)
- ✓ **Fatigue** (adjust to endurance)
- ✓ **Unjustified time pressure** (allow a reasonable amount of time to complete the task)

ROLES AND RULES

- ✓ **New rules** (get group consensus)
- ✓ **Proximal zone of development** (propose a task that is neither too easy nor too difficult and offer choices)
- ✓ **Special rules** (propose constraints or advantages to the participant to re-balance the chances)

RELATIONSHIPS

- ✓ **Individual support** (aska a peer to help or use a support person)
- ✓ **Routine** (ritualize the different times of the session)
- ✓ **Responsiveness of the adult** (modify on the spot, depending on the behavior of the participant)
- ✓ **Meaning** (decide together on the rules so that they are consistent with needs)

COMMUNICATION

- ✓ **Communication methods** (using pictograms, illustrating with gestures and giving demonstrations)
- ✓ **Simplify the task** (split into short chronological tasks)
- ✓ **Checking understanding** (asking open-ended questions)
- ✓ **Instructions** (rephrase or verbalize differently)

Source : MEYNAUD, F. (2007). *Vers une éducation physique et sportive inclusive. Reliance, 2(24). 92-97.* https://www.cairn.info/revue-reliance-2007-2-page-92.htm

ADDITIONAL RESOURCES

Above all, you should not hesitate to ask for help or support if you feel the need. Here are some ideas for organizations and tools that could be useful

Intervention kit in an **inclusive leisure** context from the l'AQLPH. https://www.aqlph.qc.ca/app/uploads/2020/01/guide-utilisation-trousses-intervention-AQLPH-Web.pdf

Possible solutions to make an **activity inclusive**. https://www.aqlph.qc.ca/app/uploads/2020/04/Programmation-inclusive-Comment-rendre-une-activit%C3%A9-inclusive.pdf

Parasports Québec's **Beyound the Limits** program which facilitates access to parasport practice.

https://parasportsquebec.com/programmes/au-dela-des-limites/

Ten essential elements for welcoming para-athletes according to Athletics Canada (document available in French and English).

https://athletics.ca/wp-content/uploads/2021/10/Devenez-pret-pour-le-para-FINALE-1-1.pdf

Inter'Actif program from Altergo and Adaptavie. The objective is to provide informative and fun resources to school stakeholders, so that all young people can get moving, regardless of their skill level!

https://www.defisportif.com/lorganisation/programme-interactif/

Online training module by the Coaching Association of Canada's NCCP on training athletes with a disability

https://coach.ca/fr/entrainer-des-athletes-ayant-un-handicap-0

Tools and programs developed by the Special Olympics for young people with **intellectual disabilities**. https://www.specialolympics.ca/fr/informez-vous/profils-dentraineur
http://www.olympiquesspeciauxquebec.ca/fr/programmes-pour-jeunes-athletes.sn

Sport for Life Society paper on the importance of **providing equitable opportunities** for all (p.57). https://litteratiephysique.ca/wp-content/uploads/2020/01/De%CC%81velopper-la-litte%CC%81ratie-physique-Vers-une-nouvelle-norme-pour-tous-les-Canadiens-December-2019.pdf

Interesting reading on inclusion in physical education and health classes (**school context**).

https://www.cairn.info/revue-reliance-2007-2-page-92.htm

The main thing is to offer a **QUALITY EXPERIENCE TO EVERYONE PRESENT,** whether they have special needs or not.

BASIC TECHNICAL SKILLS

In this section, you will find illustrations and key points to help broomball participants perform the basic skills of the sport **while in possession of the ball**.

BASICAL BALL HANDLING

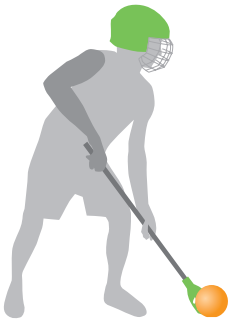
BROOM GRIP AND BASIC POSITIONNING

To always be ready for action.

- Place your hands far apart on the shaft.
- Place your feet shoulder-width apart with bent knees.
- Tilt your body slightly forward while keeping your head raised.
- Keep the broom head on the ground at all times.

BALL CONTROL

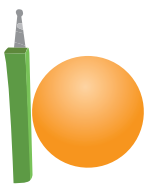
- Place the broom flat (perpendicular to the direction of movement) behind the ball and push it gently .
- Maintain contact with the ball while moving or alternate with small touches on each side.
- Look up often to see the whole game.



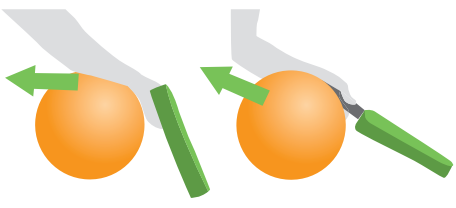
ORIENTATION OF BROOM FOR DIFFERENT HEIGHTS OF SHOTS

To be precise and master the height and direction of ball strikes (passes and shots).

To keep the ball **close to the playing surface**, place the broom head flat when hitting.



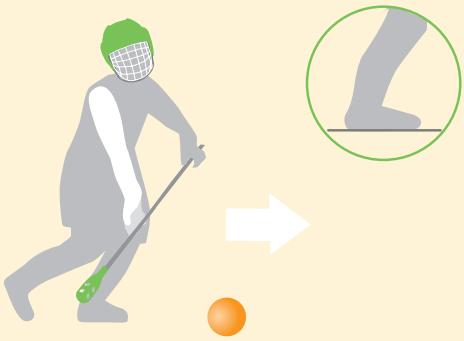
To **add height**, tilt the side of the broom head towards the ball. The more the head is tilted when hitting, the higher the ball will go!



TRAVELING ON ICE

STARTING

- Take the *BASIC POSITION* and tilt your body towards the direction of movement.
- Take 1 step by pressing on the entire surface of the sole which remains in contact with the ice (well adhered).
- Slowly transfer your weight to the foot that has just been placed.



STOPPING

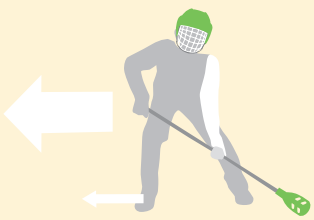
- Tilt your body to the opposite side of the movement, and put your weight on the opposite foot.
- Bend your knees and gradually spread your legs while slididng.
- Place the broom in front of the ball to slow it down.
- Keep the entire surface of the soles on the ice until stopping.

TURNING

- Turn your head, shoulders and hips in the direction of the turn.
- Incline the trunk towards the inside of the turn.
- Bend your knees to grip the entire surface of the soles with each step.
- Keep the broom on the side of the ball opposite the turn or near the ice (without possession of the ball).

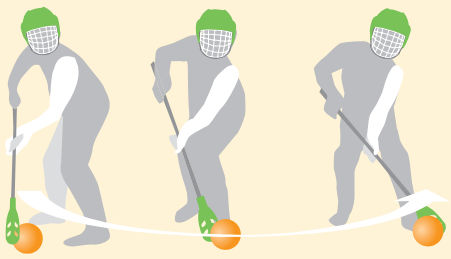
LATERAL MOVEMENTS

- Take the *BASIC POSITION* and side shuffle.
- Take 1 step at a time, first with the foot closest to the movement, while being strongly supported by the other.
- Make a weight transfer to bring the opposite foot into the movement.



PIVOTING

- Reduce the strides that precede the pivot.
- Extend your body slightly.
- Press on the foot opposite of the pivot to turn.
- Hold your arms and broom close to your body.



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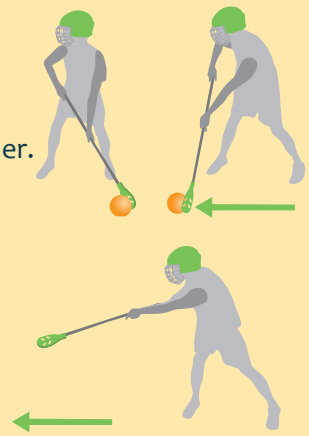
PASSES

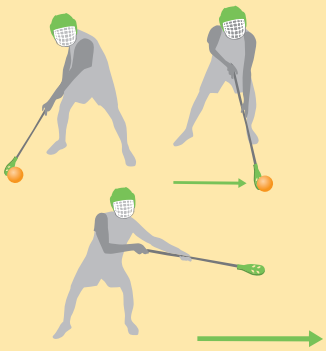
WRIST PASS



- Most advantageous pass over short distances (fast and precise).
- Measure the force of the movement according to the distance from your partner.
- Whip the wrist at the end to add power to the pass.

- Take the ***BASIC POSITION***, sideways, with both feet aligned with the target.
- Place the broom head flat behind the ball and close to you.
- Fix your gaze on the target.
- Sweep the ball, finishing with the broom head pointed towards the target.

BACKHAND PASS (LIFTED PASS)



- Easier because of the lever movement.

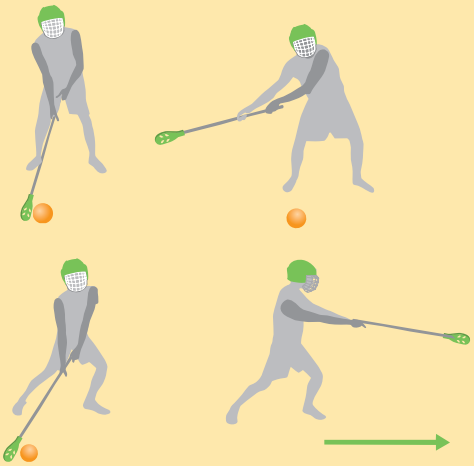
- Take the ***BASIC POSITION*** sideways, with both feet aligned with the target.
- Place the head of the broom behind the ball at the level of the back foot and look at the target.
- Bend your knees and sweep the ball, ending with the head of the broom pointed toward the target

WRIST PASS ON RECEPTION (ONE-TIME)

- Technique similar to the ***WRIST PASS***, but it is even faster and requires more mastery to maintain good precision

- Widen the distance between the feet and bend the knees more
- Lower the lower hand on the broom and hit the ball in front of the front foot at the end of the movement (the head of the broom will only touch the ball for a fraction of a second)

BACK SWING PASS



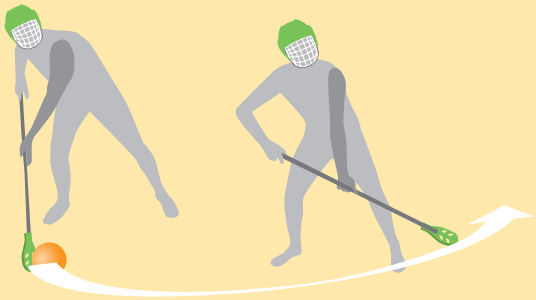
- Slow in execution, this power pass, difficult to intercept, is used to cover great distances.

- Take the ***BASIC POSITION***, sideways, with both feet aligned with the target.
- Place the head of the broom behind the ball on the ground in front of you and look at the target.
- Eyes back on the ball, swing the broom back to front.
- Hit the ball, arms extended, carrying your weight forward with a rotation of the trunk.
- Let the lower hand slide to join the upper hand on the broom and complete the vigorous rotation of the trunk with arms pointing towards the target with the broom.

PASSES (continued...)

LOB PASS

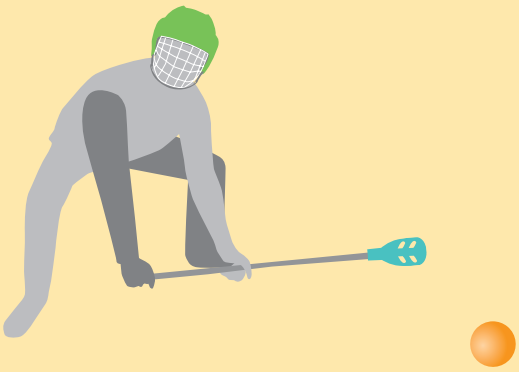
- Useful over long distances and mainly performed from the **backhand.**
- Best way to pass the ball Over the opponent.
  - Take the *BASIC POSITION*, sideways, with both feet aligned with the target.
  - Place the head of the broom behind the ball in front of you and look at the target.
  - With your eyes back on the ball, place the broom slightly under the ball and sweep it up as ifyou were shoveling.
  - Finish by pointing the broom towards the target.



- **Forehand** : Take the *BASIC POSITION* while facing the target, bend your knees even more and lift the ball towards the target with a powerful and rapid whip of the wrist.

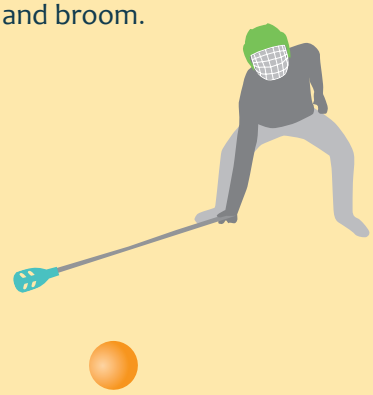
SWEEP PASS ON RECEPTION (ONE-TIME)

- Use on reception, with the correct angle of ball contact, to pass to a partner with precision.
  - Stand sideways with both feet aligned with the target
  - Bend your knees sharply.
  - Place the broom parallel to the ground
  - Hit the ball with the broom **shaft** while rotating the arms and the broom



REVERSE SWEEP PASS ON RECEPTION (ONE-TIME)

- Can be done one-handed
- Make sure you make contact with the ball at the correct angle to hit the target accurately
  - Stand sideways with both feet aligned with the target
  - Bend your knees sharply
  - Place the broom parallel to the ground, holding it with your upper hand.
  - Hit the ball with the broom **shaft** while rotating the arm, wrist and broom.



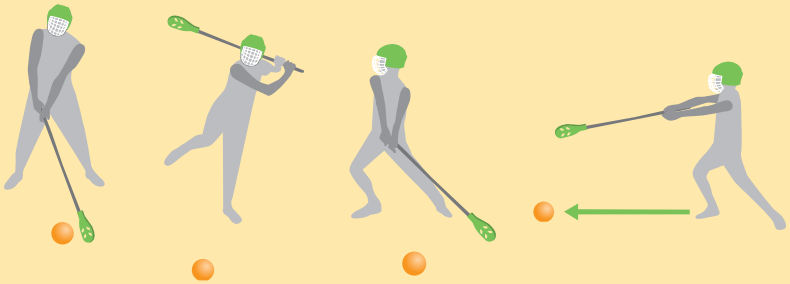
PASSES (continued…)

WHIP PASS

☞ The most powerful and complex pass

☞ Mainly used over a very long distance, or during a shot-pass after faking to shoot.

- Stand sideways with both feet aligned with the target.
- Join both hands on the handle, like in golf, and place the head of the broom behind the ball in front of you.
- Look at the target, then return your eyes to the ball.
- Arm the broom behind the head with your weight on the back foot.
- When hitting the ball with arms extended, place the front foot down while gradually moving the whole body forward with a rotation of the trunk and arms.
- Complete the vigorous action of the trunk and arms by pointing the broom towards the target (follow through)



☞ **Backhand** : Can be performed with the same technique by modifying the initial position with the back slightly turned towards the target.

RECEIVING A PASS

ON THE GROUND

☞ For a bounce-free reception of the ball

- Place your broom on the ground as a target
- Watch the ball and soften the grip on the handle.
- Move the broom head slightly towards the ball to « accept » it.
- Absorb the shock by slightly moving the broom head back when it comes into contact with the ball

AERIAL

☞ Depending on how high the ball arrives, the hands, legs or body may be more effective that the broom in receiving an aerial pass.

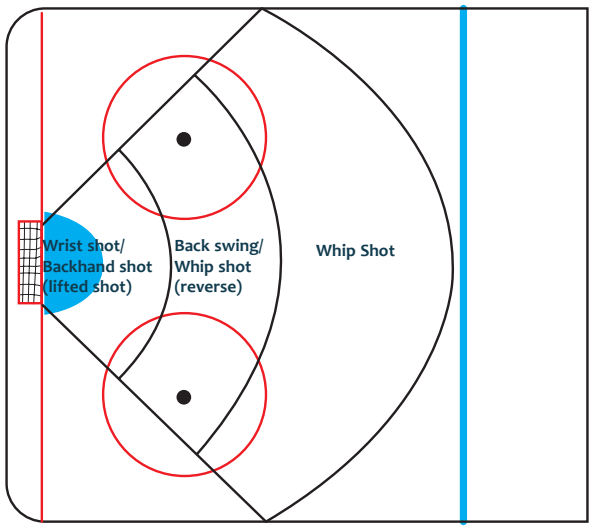
- For a ball arriving **higher than the shoulders**, absorb it with your hand to let it fall to the ground.

Touching the ball with the broom higher than the shoulders is an infraction !

- For a ball **between the shoulders and hips**, absorb with your hand or your body rather than the broom (less efficient).
- For a ball **between the hips and knees**, absorb with your hand or your broom depending on the trajectory of the ball.
- For a ball **between the knees and the ground**, absorb with your broom or your feet rather than with your hand, which could cause you to lose your balance

SHOTS

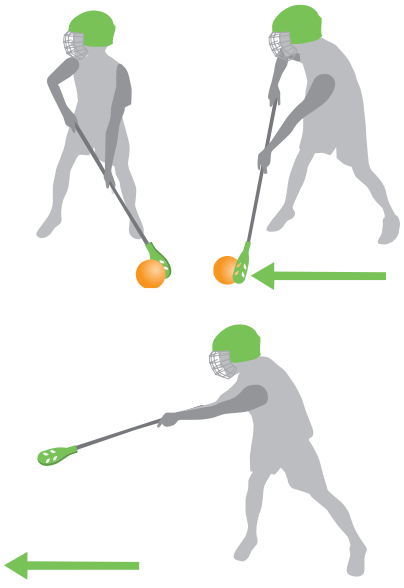
Choose the appropriate shot according to your positioning in the offensive zone, which takes into account the speed of execution of the shot and the distance to be covered, to surprise the goalkeeper and score a goal.



TIR DE POIGNET

The most advantageous shot at short distances, thanks to its speed of execution and precision.

- Take the ***BASIC POSITION***, sideways, with both feet aligned with the net.
- Place the broom head flat behind the ball and close to you.
- Fix your gaze on the target.
- Sweep the ball, finishing with the head of the broom pointed at the target.



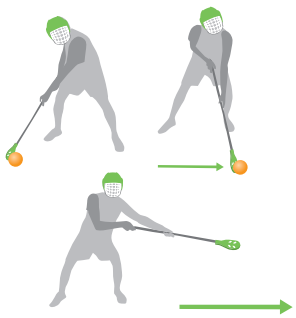
Whip the wrist at the end to add power to the shot

Adjust the height of the shot according to the distance from the net and the position of the goalkeeper.

BACKHAND/REVERSE SHOT (LIFTED SHOT)

Performed more easily from the backhand due to the lever movement which will naturally lift the ball

- Take the ***BASIC POSITION***, sideways, with both feet aligned with the net.
- Place the head of the broom behind the ball at the level of the back foot and look at the target
- Bend your knees and sweep the ball, ending with the head of the broom pointed towards the target



WRIST SHOT ON RECEPTION (ONE-TIME)

Technique similar to the ***WRIST SHOT***, but this one is faster and requires more mastery to maintain good precision.

- Widen the distance between the feet and bend the knees more.
- Lower the lower hand on the broom and hit the ball in front of the front foot at the end of the movement (the head of the broom will only touch the ball for a fraction of a second)

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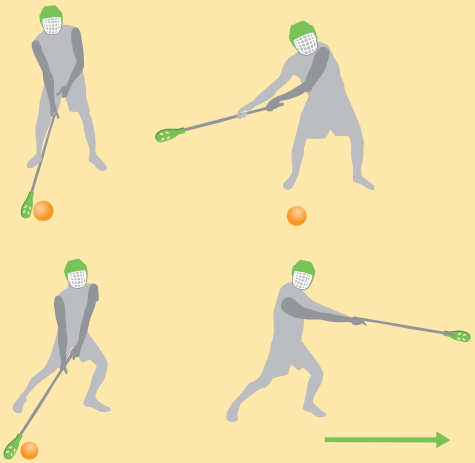
SHOTS (continued...)

BACK SWING SHOT

- Moderately fast execution. Good compromise between power and precision.
- For great distances to cover, with little time for execution.

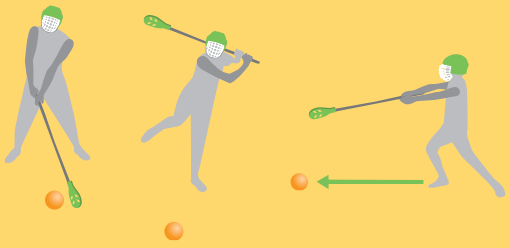
- Take the ***BASIC POSITION***, sideways, with both feet aligned with the net.
- Place the head of the broom behind the ball on the ground in front of you and look at the target.
- With your eyes back on the ball, swing the broom from back to front.
- Hit the ball, arms extended, carrying your weight forward with a rotation of the trunk.
- Slide your lower hand to join the upper hand on the broom and complete the vigorous rotation of the trunk and arms by pointing towards the target with the broom.



WHIP SHOT

- The most powerful and complex shot.
- Mostly used far from the net.

- Stand sideways, both feet aligned with the net.
- Join both hands on the handle, like in golf, and place the head of the broom behind the ball in front of you.
- Look at the target, then return your eyes to the ball.
- Arm the broom behind the head with your weight on the back foot.
- When hitting the ball with arms extended, place the front foot down while gradually moving the whole body forward with a rotation of the trunk and arms.
- Complete the vigorous action of the trunk and arms by pointing the broom towards the target.



INDIVIDUAL TACTICS

COVERAGE

COVERAGE OF THE BALL CARRIER

When covering the player of the opposing team who has the ball:

- Keep your center of gravity low.
- Always move towards the player, but more and more slowly.
- If necessary, direct the ball carrier to a specific location on the playing space according to the chosen strategy

COVERAGE OF THE NON-BALL CARRIER

When covering a player on the offensive team that **does not have the ball,** it is not necessary to cover closely. When the ball is relatively far from the scoring player, one must gain distance for 2 reasons, while still being able to come back closer if he receives the ball:

1. To help the other members of their team in the event that the ball carrier dekes his coverage.
2. To better anticipate the opponent in his attempts to open up and evade coverage.

When the opposing non-ball carrier is in front of your goalkeeper, position yourself IN FRONT of him to cover him, and not behind him !

North-south positioning

Ideal positioning with the non-carrier. To position yourself properly:

1. Maintain your field of vision both on the ball and the non-carrying opponent.
2. Being able to move to the « opposing-net » axis before the opponent receives the ball, to prevent a potential shot on net.

Positioning « 1 third-2 thirds »

If we take the total distance between the ball and the non-carrier, approximately 1 third of it must be maintained between you and the opponent. The remaining 2 thirds must be kept between you and the ball.

GETTING OPEN

CALL. Type of getting open during which the player moves away from the ball carrier, making himself accessible and available to receive the pass..

COUNTERCALL. Type of unmarking during which the player gets open by moving towards the ball carrier

PASSE AND CUT. Type of unmarking during which, after the pass, the player accelerates to break away from the opponent

Works well when the opponent is stationary.

The closer the first action is made to the opponent, the more likely the tactic will work, because the opponent will be tempted to intercept the pass and will lose reaction time.

To prepare to get open…

1. **Being forgotten in the blind spot.** Position yourself behind the opponent, who must watch the game in front.

Easier to get open during the *CALL* or *COUNTERCALL* when you are outside the opponent's field of vision.

2. **Propel yourself with the help of your opponent.** Use the opponent to propel yourself using light pressure. Stick to the opponent and then quickly push away using light pressure

Difficult for the opponent to continue scoring when a person is pushing on them.

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TEAM TACTICS

BREAK OUT

The goal of a break out is to successfully, starting from the defensive zone, enter the offensive zone while maintaining possession of the ball or the advantage of the game. Multiple strategies can be used to execute a break out as a team. It is always ideal to adapt and take advantage of gaps int he opponent's strategy.

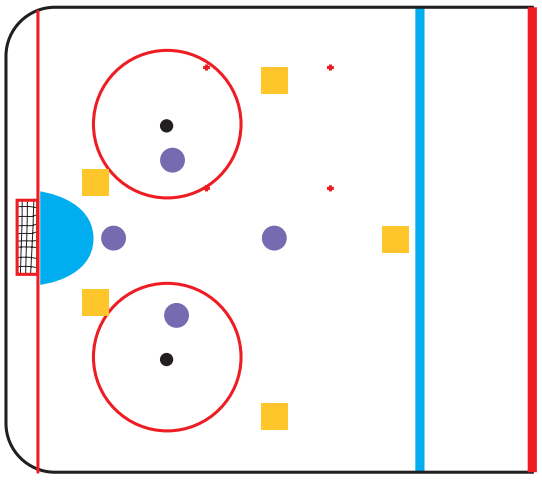
POWER PLAY

When a player from teh opposing team receives a penalty, your team finds itself with a greater number of players on the ice for a set time. Individual and team strategies can be deployed to try to score a goal.

PENALTY KILL

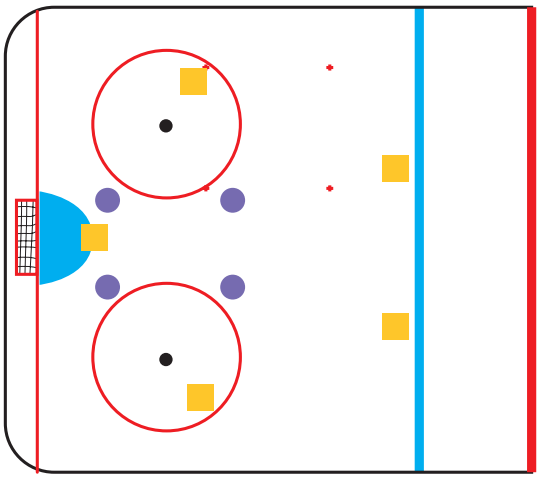
When a player on your team receives a penalty, you will find yourself with a lower number of players on the ice for a defined time. This is when strategies of ***PENALTY KILL*** must be put in place in order to properly defend the net. Several strategies can be developed in this type of context. Furthermore, there are 2 basic formations that are generally used to start a penalty kill in a 4 vs 5 format.

DIAMOND FORMATION



When the opposing team has 1 player at the point

BOX FORMATION



When the opposing team has 2 players at the point

SECTION 1 : MOVEMENT AND BASIC BALL HANDLING

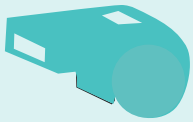
The objective of this section is to offer a bank of activities to introduce participants of all ages to the basics of broomball. The ultimate goal is to help stakeholders provide an experience that makes you want to play broomball in the future and learn more!

We must focus on the **movement of the ball carrier** and the **non-carriers** to develop a solid base which will be used for the progression of the ball and the attack on the net.

FOR THE SMOOTH RUNNING OF ACTIVITIES

Make sure the ice is not covered with water (see *SECURITY*).

Plan for enough materials so that everyone can handle the balls with a broom.



Become familiar with the basic rules (see *SIMPLIFED RULES*).

Reduce waiting time for active participation of young people and focus on fun

PROPOSED ACTIVITY

BASIC MOVEMENT		BASIC BALL HANDLING	
ACTIVITY	**LEVEL**	**ACTIVITY**	**LEVEL**
1 STOP LINES		8 THE RIGHT TAKE	
2 1-2-3-STOP!		9 THE DRIVE	
3 THE ZIGZAG		10 THE 8	
4 THE SNOW CRAB		11 EYE TO EYE	
5 THE GREAT TOUR		12 THE SIGNAL	
6 PIVOT PURSUIT		13 CRAZY CHASE	
7 THE SNAKE		14 PROTECTION	
		15 THE DUELS	

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ACTIVITY 1

STOP LINES

MATERIAL: 1 and 1 (optional) per person and some

OBJECTIVES: Improve stability and grip when moving forward on ice.

As a trio, line up behind the blue line with your stick. At the signal, the first player ***STARTS*** at the blue line and ***STOPS*** facing the red line, then restarts from the red line and stops facing the other blue line. When the first player is halfway between the blue and red lines, the second person in line can start, and so on. Start again in the other direction.

VARIANTS:

- Make a **race**: give 1 point to the team that stops first at the 2nd blue line (+ difficult).
- Make **lateral** or **backwards** starts and stops (+ difficult).

ACTIVITY 2

1-2-3-STOP!

MATERIAL: 1 and 1 (optional) per person

OBJECTIVES: Improve stability and grip when moving backwards on ice.

Play the classic 1-2-3-SOLEIL ! (Red light, green light) on an icy surface. Line up the participants on one side of the rink between the 2 blue lines. At the « 1, 2, 3 » signal, ***START*** to try to reach the opposite lane, moving backwards. At the « STOP ! » signal, perform a ***STOP***. Participants who are still moving after the signal return to the starting line. Restart the exercise. Be the first to reach the opposite line to score a point.

VARIANTS:

- Start from the other side to perform **forward** starts, movements and stops (easier).
- Scatter **flat cones** throughout the playing space as obstacles to avoid (+ difficult).

Straighten your trunk, place your feet stably and keep your head high.

BASIC MOVEMENT (continued...)

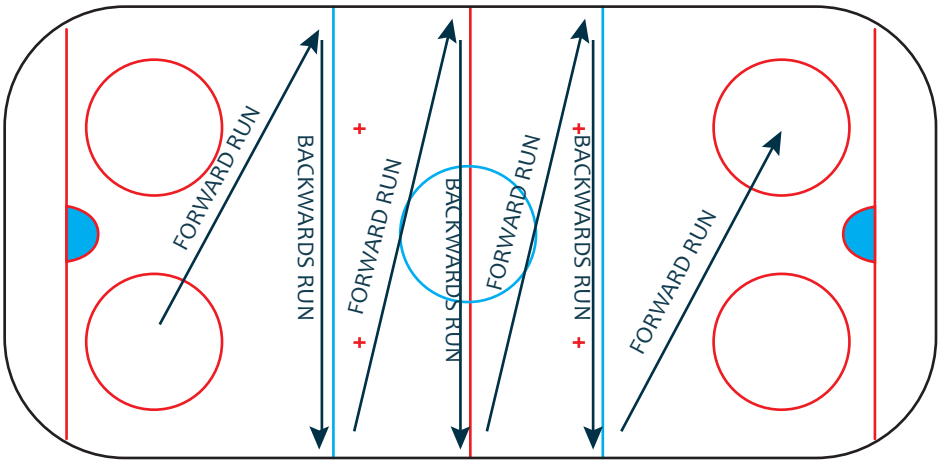
ACTIVITY 3

THE ZIGZAG

MATERIAL: 1 and 1 (optional) per person

OBJECTIVES: Improve stability and grip when moving and stopping, forwards and backwards.

Divide the group into 2 teams, each placed in a column behind the face-off point. At the signal, the first participant of each team ***STARTS*** and runs through the course, forwards and backwards, and makes forward and backward ***STOPS***. The second participant on the team starts as soon as the first reaches the blue line. Be the first team to complete the course to win the point.



VARIANTE:

- Run the course adding ***BALL CONTROL*** (+ difficult).

Watch carefully where you are going to avoid collisions when crossing paths between 2 teams!

ACTIVITY 4

THE SNOW CRAB

MATERIAL: 1 and 1 (optional) per person

OBJECTIVES: Improve stability and grip during lateral movements and stops.

Place yourself in a duo, face to face, on either side of the blue line. Go back and forth to the central red line with ***LATERAL MOVEMENTS*** and ***STOPS*** while correcting each other.

VARIANTS:

- Play **mirror**: in pairs, take turns imitating each other's movements and rythm (+ difficult).
- Move around by handling **1 ball** with the broom (+ difficult).

Bend your knees well and keep your head high when moving

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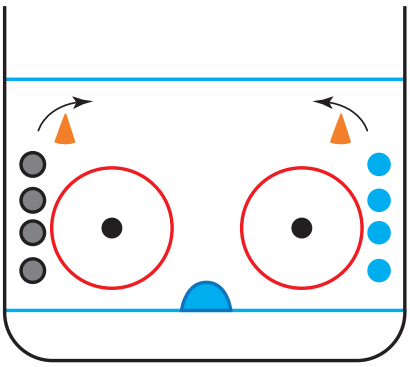
ACTIVITY 5

THE GREAT TOUR

MATERIAL: 1 per person and some

OBJECTIVES: Improve stability and grip when turning on ice.

Have 2 teams compete against each other from the face off circles. At the signal, the first player of each team rushes and *TURNS* to go around the circle and stop at the starting point. Relay to the second player on your team at the cone, then to the third. Be the first team to go around the circle to win the point. Start again in the opposite direction.



VARIANT:

- Take turns doing 1 lap **without a broom** and at your own pace (easier).

When turning, turn your head, shoulders and hips in the direction of travel.

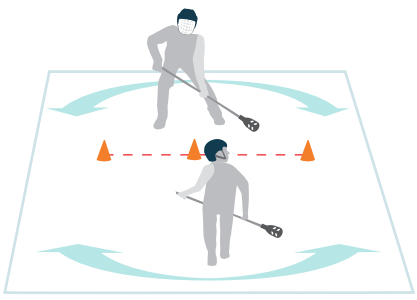
ACTIVITY 6

PIVOT PURSUIT

MATERIAL: 1 per person and 3 per duo

OBJECTIVES: Improve your stability and grip when pivoting on the ice.

In pairs, without a ball, stand face to face on each side of a line demarcated by cones. Designate 1 attacker and 1 defender. Find yourself on the same side of the line as the defender by going around one of the two extremities of the line. At any time, the attacker can change direction to trap the defender. Do rounds of 30 seconds, alternating roles.



VARIANTS

- Add **1 ball** to the attacker to exercise control (+ difficult)
- Make the pivots only towards **the outside** (+ difficult)
  The members of the duo must always see each other: perform **inward** *PIVOTS* facing each other in the middle of the line and practice their forward and backward movements.

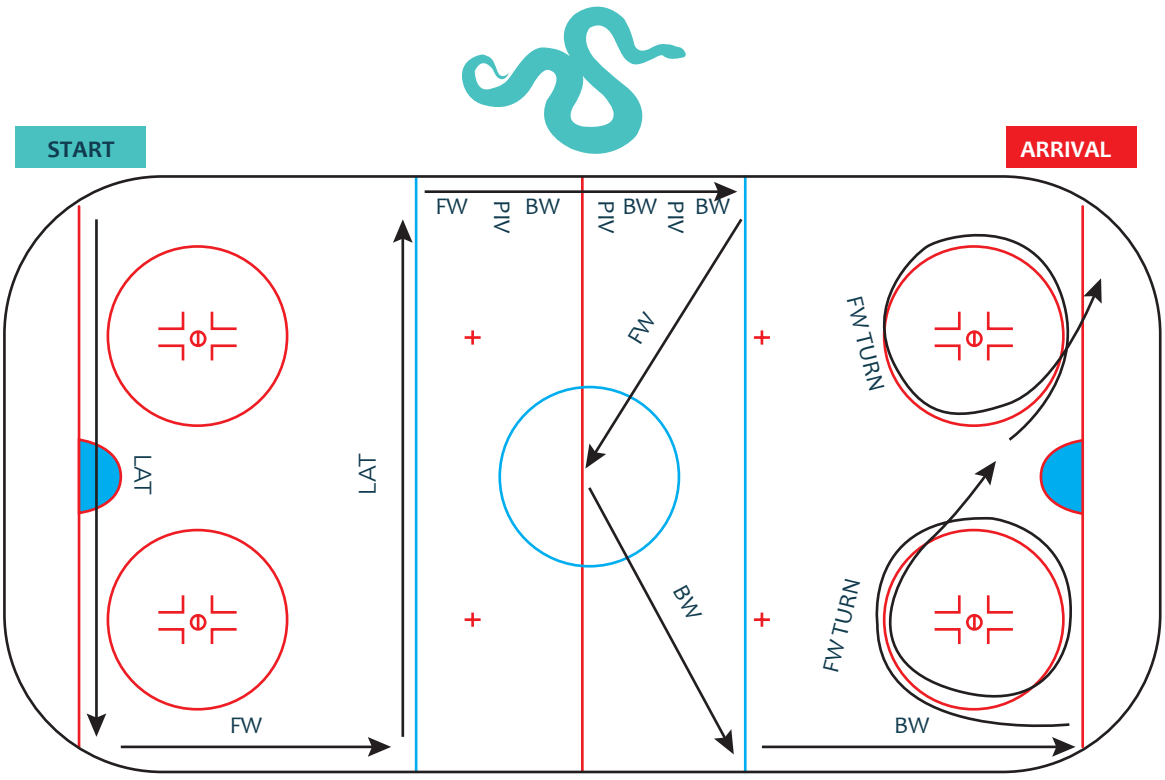
ACTIVITY 7

THE SNAKE

MATERIAL: 1 and 1 (optional) per person and some

OBJECTIVE: Improve your comfort in moving and changing direction.

Divide the group into 2 teams, each placed in opposite corners of the rink to perform the circuit shown. Move forward (**FW**), backwards (**AR**) or laterally (**LAT**). There is a *STOP* at the end of each run except for *PIVOTS* (**PIV**) which are executed without stopping. *FORWARD TURNS* are done in a figure 8 around the face-off circles. At the signal, the first participant in each group moves *LATERALLY* facing the center of the rink. When they reach the goalkeeper's crease, the second participant leaves and so on. On arrival, walk across to the other side, passing behind the net to start the circuit again in the other direction.



VARIANTS:

- Vary the rhythm with whistle blows: 1 blow = light running; 2 whistles = accelerate (+ difficile).
- Run the course with **1 ball** and stick-handle to maintain *CONTROL OF THE BALL* (+ difficult).

As there are **crossings** between participants from the 2 groups at certain intersections, **watch carefully** where you are going to avoid collisions!

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ACTIVITY 8

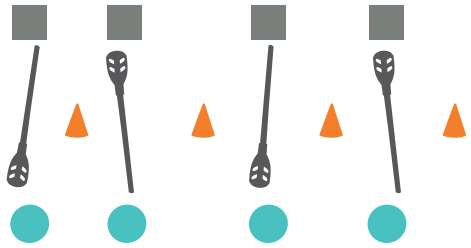
THE RIGHT TAKE

MATERIAL: 1 per person, some and 1

OBJECTIVE: Improve grip and handling of the broom

In pairs, stand back to back at a distance of 1 broom on each side of a cone. Place your broom in front of you on the ground. At the signal, do the correct action as quickly as possible to score 1 point:

- 1 whistle = grab the broom with 1 hand, *PIVOT* and touch the cone before your opponent;
- 2 whistles = grab the broom with both hands before *PIVOTING* and touching the cone.



VARIANT:

- Replace the cone with **1 ball** and give the point to the first player who takes possession of it (+ difficult).

Stick-handle the broom well to maintain *CONTROL OF THE BALL* by raising your head regularly.

Make sure you have the correct *GRIP OF THE BROOM* and the *BASIC POSITION*.

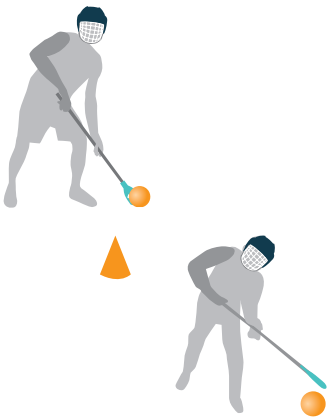
ACTIVITY 9

THE DRIVE

MATERIAL: 1 and 1 per person, some and 1

OBJECTIVE: Improve the ball control on the move

Place cones on the ground and ask participants to move slowly while handling 1 ball between the blue line and the goal line on one side of the rink, avoiding obstacles (cones and participants). At the signal, do the correct action as quickly as possible to score 1 point:



- 1 whistle = circle 1 cone;
- 2 whistles = change direction and accelerate to « drive » the ball faster.

VARIANTS:

- At the signal, leave your ball to collect another one (+ difficult).
- Reduce the **playing space**: give 5 chances per player and remove 1 for each **loss of control** of the ball (+ difficult).

Stick-handle the broom well to maintain *CONTROL OF THE BALL* while raising your head regularly.

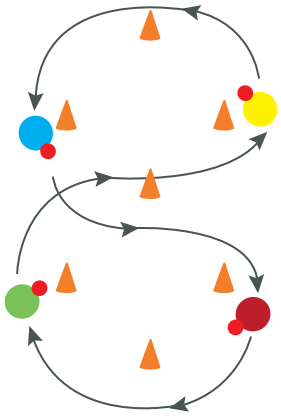
ACTIVITY 10

THE 8

MATERIAL: 1 and 1 per person and 7 per team

OBJECTIVES: Improve ball movement and control.

Place the cones and form teams of 4. At the signal, move quickly in the same direction while handling a ball around the figure "8" circuit to catch up with the player in front of you. After 1 minute, still in possession of your ball, get as close as possible tot he player in front of you to score a point.



VARIANTS:

- Turn around 4 cones arranged in a **square** and change sides on the next round (+ difficult).
- In pairs, designate **1 pursuer** (without a ball) who tries to catch his partner (with a ball) in the circuit (+ difficult).

Bend your knees carefully to lower your center of gravity when *TURNING* to avoid sliding.

Be careful when du **crossing in the center** to avoid collisions.

ACTIVITY 11

EYE TO EYE

MATERIAL: 1 & 1 per person

OBJECTIVES: Improve broom handling and ball control on the spot

As a duo, stand face to face. The 2 members of the duo must, simultaneously, keep *CONTROL OF THE BALL* in place by dribbling the ball faster and faster while looking into each other's eyes. If 1 member looks down to look at the ball or if there is a loss of controll of the ball, the other member of the duo scores a point.

VARIANT:

- 1 ball for 2 people: the person without the ball turns around the other who is dribbling while moving slowly to always face their partner without taking their eyes off them (+ difficult).

Work on peripheral vision by moving the ball away from your feet to have it in your field of vision down in front of you.

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BASIC BALL HANDLING (continued...)

ACTIVITY 12

THE SIGNAL

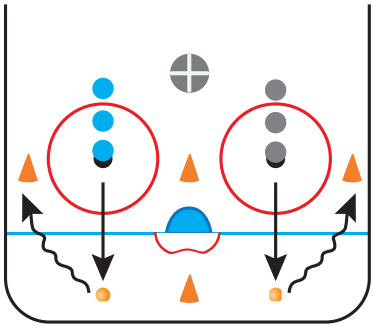
MATERIAL: 1 per person, 2 & 5 per trio

OBJECTIVES: Améliorer le contrôle du ballon et la vision du jeu.

Designate 1 referee and place 6 cones. Place 2 trios in a line behind the face-off centers. At the signal, the last people in each line hit the ball towards the boards. The first people in each line collect them, turn towards the referee and try to be the first to touch the indicated cone to score a point:

- **arm raised to the sky** = cone behind the net;
- **arm pointing to the right** = cone in front of the net;
- **arm pointing to the left =** cone near the face-off circles

When the 2 players reach said cone, they wait for the signal to hit the ball back into their respective corners and continue.



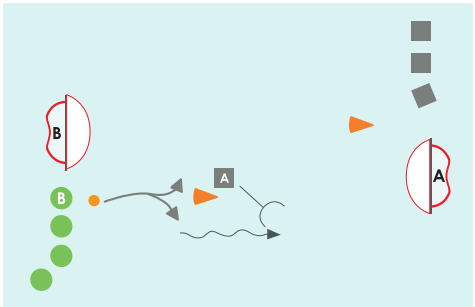
ACTIVITY 13

CRAZY CHASE

MATERIAL: 1 and 1 per person, 2 & some

OBJECTIVES: Improve control and transport of the ball

Divide the group into 2 teams (A and B) lined up near their respective nets. Team A is on defense (without the ball) and team B is on the offensive (with the ball). A member of team (A) stands at the cone in front of team (B) and the first member of team (B) rushes to get in front of the net (A) and shoots without having his ball removed. As soon as the member of team (B) passes the first cone, their opponent can start chasing them. If there is a loss of control, loss of the ball or a shot on net, the member of team (B) becomes a defender and must pursue the second member of team (A), and so on. Score the most goals to win the round.



When carrying the ball, make sure you have the correct *BROOM GIRP* and make frequent contact with the ball

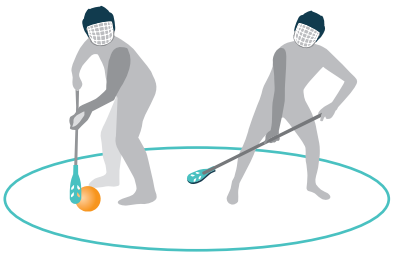
ACTIVITY 14

PROTECTION

MATERIAL: 1 per person and 1 per duo

OBJECTIVES: Improve ball control and protection

In pairs, inside a face off circle, control and protect 1 ball against 1 defender. The defender starts near the outside of the circle and the carrier (with ball) starts at the face off point. The defender must try to touch the ball with their broom, without touching the carrier. The defender scores 1 point if their partner loses the ball or if the defender manages to touch it. If there is contact or after 20 seconds of possession without loss, the carrier scores a point. Reverse roles after each point scored.



VARIANT:

- Play with several people: spread out between the blue line and the red line; designate 1 defender and give 1 ball to all other players. Move while controlling the ball while the defender tries to remove teh balls. Be the last player with their ball to win the round(+ difficult).

The **defender** keeps his broom near the ice. The **ball carrier** tries to keep the ball away from the defender by placing their body between the two.

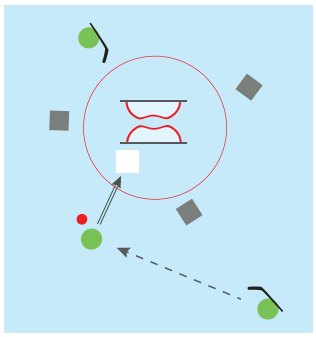
ACTIVITY 15

THE DUELS

MATERIAL: 1 per person and 1 & 2 per duo

OBJECTIVES: Improve ball control, transport and protection.

As a duo, designate 1 attacker and 1 defender. Limit the playing space between the blue and red lines. Succeed in scoring on net despite the partner trying to remove the ball. Each time you lose control of the ball or leave the playing space, exchange roles to move towards another net.



VARIANT:

- Ask the defender to hold the broom with his **head upwards** (+ easier).

Place 2 players of the same technical level together. Work on peripheral vision by moving the ball away from your feet to have the ball and the defender in your field of vision

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SECTION 2 : PASSES

The objective of this section is to offer a bank of activities to introduce the basics of broomball to participants of all ages who enjoy it. The ultimate goal is to help stakeholders provide an experience that makes you want to play broomball in the future and learn more!

We must focus on the **movement of the ball carrier** (player who will pass) and the **non-carriers** (players who will receive the pass) to develop a solid base which will be used for the progression of the ball and the attack on the net.

FOR THE SMOOTH RUNNING OF ACTIVITIES

Make sure the ice is not covered with water (see *SECURITY*).

Plan for enough materials so that everyone can handle the balls with a broom.

Become familiar with the basic rules (see *RÈGLEMENTATION SIMPLIFIÉE*).

Reduce waiting time for active participation of young people and focus on fun

PROPOSED ACTIVITY

PASSES	
ACTIVITY	**LEVEL**
16 VELVET HAND	
17 LEAP-SHEEP	
18 THE SWEEP	
19 THE FENCE	
20 SPORT SHOVELING	
21 BACKSWING PASS	
22 THE WHIP PASS	

PROPOSED ACTIVITY

ACTIVITY 16

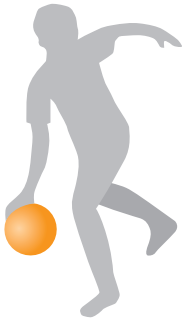
VELVET HAND

MATERIAL: 1 & 1 per duo

OBJECTIVE: Improve pass on reception technique

In pairs, face to face, at a distance of approximately 2m, designate 1 attacking partner (with broom), and 1 defensive partner (without broom). - ÁËÅ Õ Î ÄÅÒ¿ÔÈÅ¿ÓÈ Ï ÕÌÄÅÒ ÐÁÓÓÅÓ Ó Ï ÔÈÁÔ Ù Ï ÕÒ ÐÁÒÔ Î ÅÒ ÒÅÃÅ£ÖÅÓ Á ÐÁÓÓ ÁÔ Á ÓÐÅÃÉ£¢ÃÌ Ï ÃÁÔ£Ï Î¿

- . ÅÁÒÔÈÅ£ÃÅ;
- ÂÅÔ×ÅÅ Î ÔÈÅ È£ÐÓ Á Î Ä Ë Î ÅÅÓ¶
- between the shoulders and hips;
- higher than the shoulders.



The pass receiving player must adapt and execute the appropriate reception.

Alternate roles.

VARIANT:

- ! ÓË Ô Ï Í ÁËÅ **ÏÒ£Å Î ÔÅÄ ÒÅÃÅÐÔÉ Ï Î Ó**: ÔÈÅ ÐÅÒÓ Ï Î ×È Ï ÓÈ Ï Ï ÔÓ ÔÈÅ ÂÁÌÌ Î Á Í ÅÓ Á Ä£ÒÅÃÔ£Ï Î («ÌÅÆÔ» ou «droite») dans laquelle celle qui réceptionne le ballon doit effectuer un contrôle orienté (+ difficult).

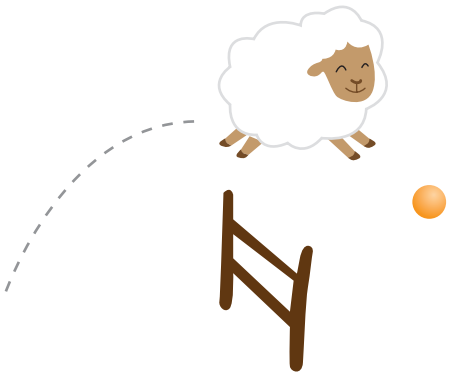
ACTIVITY 17

LEAP-SHEEP

MATERIAL: 1 per person, 1 & 1 obstacle per duo

OBJECTIVE: Improve the technique of the wrist pass and the lifted pass (backhand)

Stand in pairs, face to face, on either side of the obstacle (broom, bench, etc.). Leave approximately 1 to 2m distance from the obstacle. Make ***WRIST PASSES*** or ***BACKHAND PASSES*** in pairs by passing the ball over the obstacle.



VARIANT:

- Increase the **distance** from the obstacle (+ difficult).

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PROPOSED ACTIVITY (continued...)

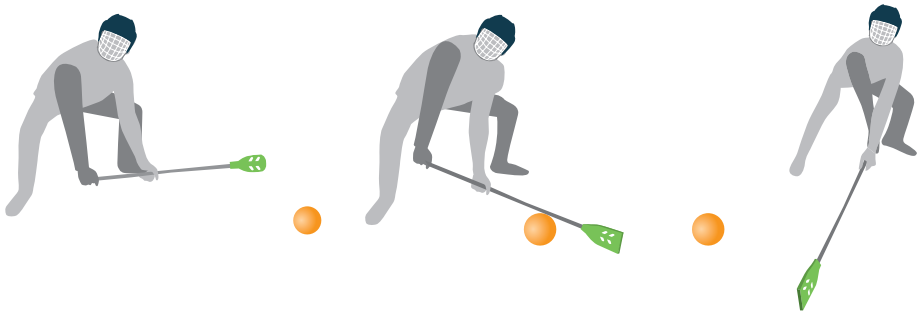
ACTIVITY 18

THE SWEEP

MATERIAL: 1 per person & 1 per trio

OBJECTIVE: Améliorer la technique de la passe balayée sur réception.

In trios, form a triangle by placing yourself approximately 5m from each other. Make *PASSES ON RECEPTION* continuously in a counterclockwise direction. Some members of the trio can use the *FOREHAND* sweep pass technique, and others the *BACKHAND*. After 2 minutes, start again clockwise.



VARIANTS:

- Do the exercise in **teams of 4** (square) to change the angle of the pass (+ difficult).
- Do the exercise **in teams of 5** (hexagon) to change the angle of the pass and prevent passing to their immediate neighbor (+ difficult).

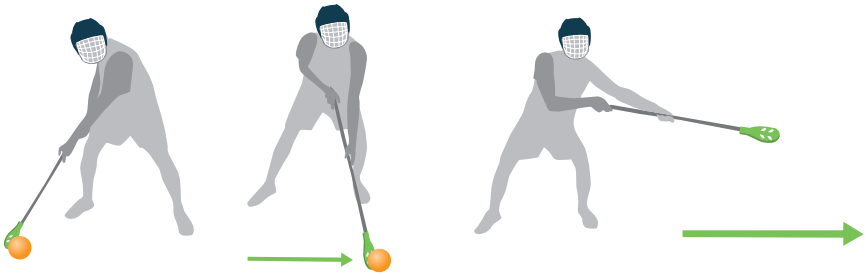
ACTIVITY 19

THE FENCE

MATERIAL: 1 per person & 1 per duo

OBJECTIVE: Improve the technique of the lifted pass (backhand or reverse)

In pairs, make *BACKHAND PASSES* over the blue line. Increase the distance between members of the same duo each time 5 consecutive passes are successful.



VARIANTS:

- Raise the **height** of the obstacle to be overcome, i.e. broom, flat cone, conventional cone, etc. (+ difficult).
- Add **movement**: move with your partner by making short backhand passes over the blue or red line (+ difficult).
- Add **1 shot** on net after the passes (+ difficult).

PROPOSED ACTIVITY (continued...)

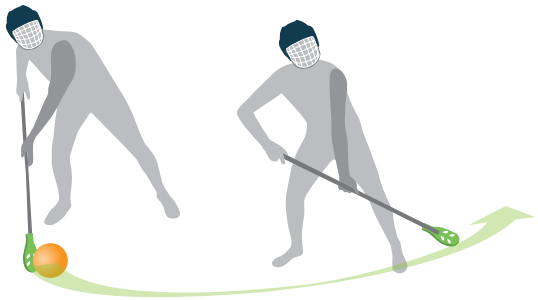
ACTIVITY 20

SPORT SHOVELLING

MATERIAL: 1 per person, some & 1

OBJECTIVE: Improve lob pass technique.

Divide the group into 2 teams and disperse 2 ball colors on the playing surface. At the signal, make *LOB PASSES* from a designated area while trying to land the balls "on top of" the net. When all the balls have been shoveled, calculate the points for each team: 1 ball on the net = 1 point. Collect the balls and start again.



VARIANTS:

- Practice the **forehand** (+ difficult).
- Gradually move the **target** away (+ difficult).
- Do the activity **on the move** (+ difficult).

This activity helps to master the arm "shovelling" movement.

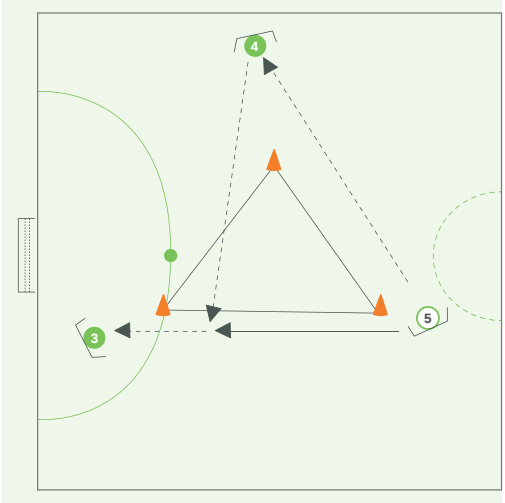
ACTIVITY 21

BACKSWING PASS

MATERIAL: 1 per person and 1 per trio

OBJECTIVE: Improve the technique of the back swing pass.

In a trio, place yourself in a triangle to make *BACK SWING PASSES* with your forehand. *RECEIVE THE PASS* (stop the ball) before passing to the next player. Position yourself according to the reception of the ball and position your body to pass to the next player, always with the forehand



Focus on the position of the hands on the *BROOM GRIP* and the position of the feet in relation to the ball.

Use 3 cones if necessary to know where to place yourself, though they risk interfering with receiving passes.

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PROPOSED ACTIVITY (continued...)

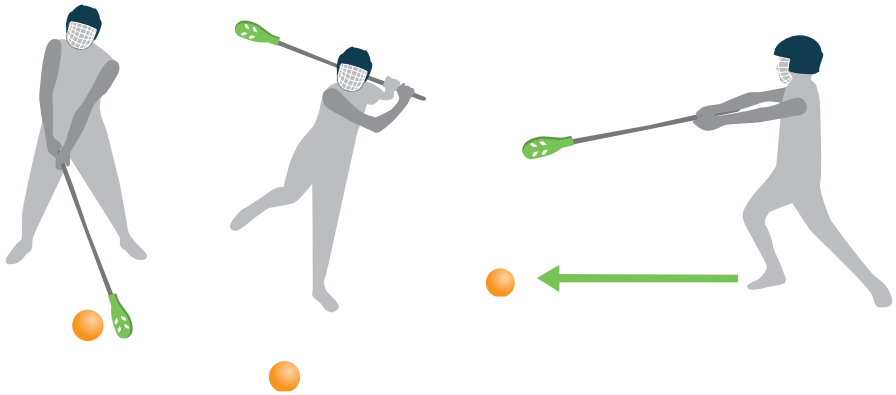
ACTIVITY 22

WHIP PASS

MATERIAL: 1 per person, some & 1

OBJECTIVE: Improve the technique of the whip pass.

Form 1 trio, then designate 1 person at each end of the blue line and 1 other person in front of the net. Divide the rest of the group into 2 teams arranged equally in the 2 corners of the rink. Follow the following sequence: the first player from the left corner (A) takes a few steps and passes to the player on the blue line (B). (A) follows their pass and takes the place of the player on the blue line (B). (B) takes a few steps forward and makes a ***WHIP PASS*** to the player in front of the net (C) who attempts to deflect the ball into the net. (B) will then take a position in front of the net and (C) moves towards the opposite corner of the rink. Meanwhile, the player at the right corner of the ice (D) passes to the player at the right end of the blue line (E) and so on.



VARIANTS:

- Add 1 **goalkeeper** (+ difficult).
- Start the activity with **2 players** in front of the net (+ difficult).
- Add **1 defender** with the broom upside down who watches each of the people located at the blue like, as well as on the player in front of the net (+ difficult).

Practice both the backhand and the forehand and pay particular attention to the position of the broom when making contact with the ball

SECTION 3 : SHOTS

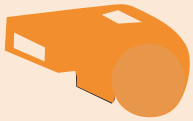
The objective of this section is to offer a bank of activities to introduce the basics of broomball to participants of all ages who enjoy it. The ultimate goal is to help stakeholders provide an experience that makes you want to play broomball in the future and learn more!

We must focus on the **movement of the ball carrier** (player who will pass) and the **non-carriers** (players who will receive the pass) to develop a solid base which will be used for the progression of the ball and the attack on the net.

FOR THE SMOOTH RUNNING OF ACTIVITIES

Make sure the ice is not covered with water (see *SECURITY*).

Plan for enough materials so that everyone can handle the balls with a broom.



Become familiar with the basic rules (see *RÈGLEMENTATION SIMPLIFIÉE*).

Reduce waiting time for active participation of young people and focus on fun

PROPOSED ACTIVITY

SHOTS	
ACTIVITY	**LEVEL**
23 THE WRIST	
24 STRIQUED SQUARE	
25 THE WHIP SHOT	
26 BOWLING PINS	
27 THE BACK SWING SHOT	
28 THE LIFTED SHOT	

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PROPOSED ACTIVITY

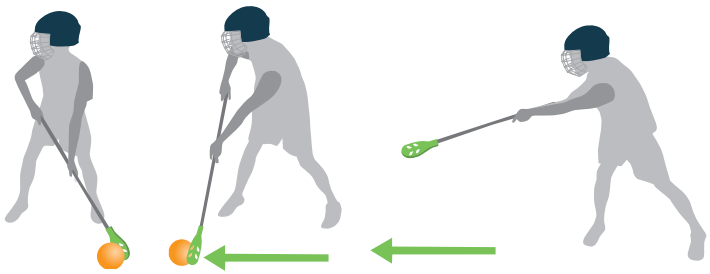
ACTIVITY 23

THE WRIST

MATERIAL: 1 & 1 per person and 1

OBJECTIVE: Improve wrist shot technique.

Divide the group into 3 rows facing 1 net. The first player in the left row takes a shot on net and goes behind his row. Then the one int he center row does the same thing and so on. After 2 minutes, change rows to practice all angles.



VARIANT:

- Start **further** from the net (at the blue line), in order to take shots on the move. (+ difficult)

Pay particular attention to the positioning of the feet during the ***WRIST SHOT***.

ACTIVITY 24

STRIKED SQUARE

MATERIAL: 1 per person and some

OBJECTIVE: Améliorer la technique du tir du poignet (frappé).

Form a quartet and designate 2 ball passers, and 2 people who alternate shooting on net. **Player** (A) is approximately 3 to 4m from the boards while (B) and (C) are on either side of (A) far enough away to not be hit by his or her shot. They are approximately 1m from the boards while (B) and (C) have 2 balls each. (C) passes the ball to (A) who receives it before taking a ***WRIST SHOT***. Then (B) passes the ball to (A), and so on. After 4 shots, (A) and (D) exchange roles. After 5 turns, (A) and (D) rotate with (C) and (B).

VARIANT:

- Do wrist shots **without stopping** the ball (+ difficult).

PROPOSED ACTIVITY (continued...)

ACTIVITY 25

THE WHIP SHOT

MATERIAL: 1 & 1 per person and 1

OBJECTIVE: Improve the whip shot technique.

Position all members of the group at the red line, facing the goal. Place 1 ball per person on the blue line. The first players at the ends of the red line run towards the blue line and execute a ***WHIP SHOT***. As soon as the first players reach the blue line, the second players start moving, and so on. After your shot, leave your ball where it went after the shot and go to a different location on the red line.

ACTIVITY 26

BOWLING PINS

MATERIAL: 1 & 1 per person & some

OBJECTIVE: Knock down as many opposing pins as possible using wrist shots.

Divide the group into 2 teams, positioned face to face, across the width of the rink. Place 1 pin per participant in each team's camp on an imaginary line, then place the participants behind the pins. Shoot towards the opposing team's cones without going beyond their territory. Be the first team to knock down all of the opposing team's pins to win the game.

VARIANTS:

- Replace the bowling pins with **cones** (easier)
- Place your pin in the **location of your choice** in your team's territory (+ difficult).
- Add **1** player to the center in each team to intercept shots (+ difficult).

Make sure to practice both the backhand and forehand when shooting.

When 1 player loses their pin, they continue to help the other members of their team to knock down the pins of the players on the opposing team (no elimination)

Avoid shooting on your own pin. Protect your pin using only a ball which will be directed to deflect opposing shots.

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PROPOSED ACTIVITY (continued...)

ACTIVITY 27

THE BACK SWING SHOT

MATERIAL: 1 per person and 1 per duo

OBJECTIVE: Improve back swing technique.

As a duo, position yourselves equidistant from the boards. Make ***BACK SWING SHOTS*** at a pre-established target on the board. Perform the following sequence : player (A) makes a pass to player (B). Player B passes the ball back to player (A) who receives the ball and then executes a ***BACK SWING SHOT*** against the boards. Do the same thing with player (B). After 3 minutes, switch sides.

VARIANTS:

- **Accumulate** the shots that hit the target for each duo (+ difficult).
- Take **shots on reception (one-timer)** (+ difficult).
- Pass the ball to player (2) who moves towards the **net** and shoot (+ difficult).

ACTIVITY 28

THE LIFTED SHOT

MATERIAL: 1 per person, some & 1

OBJECTIVE: Improve the lifted shot technique.

Designate 1 passer at the face off center with several balls. Ask the other players to position themselves in different places in front of the net. The passer sends 1 ball to the player of his choice who will receive it and make a ***LIFTED SHOT*** aiming at the top of the net. Stay still to take the lifted shot and try to score as many points as possible: successful shot anywhere in the net = 1 point, and a successful lifted shot at the top of the net = 3 points.

VARIANTS:

- Receive the pass and execute lifted shots **on the move** (more difficult).
- Add 1 **goalkeeper** (more difficult).
- Require **a specific location** to reach in the net to score 1 point (more difficult).
- Pass the ball by adding force **and** velocity (more difficult).
- Become a **defender** when you don't have the ball and prevent ball carriers from scoring goals (+ difficult).

SECTION 4 : BASIC TACTICS

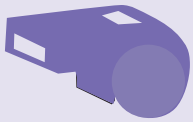
The objective of this section is to offer a bank of activities to introduce the basics of broomball to participants of all ages who enjoy it. The ultimate goal is to help stakeholders provide an experience that makes you want to play broomball in the future and learn more!

We must focus on the **movement of the ball carrier** (player who will pass) and the **non-carriers** (players who will receive the pass) to develop a solid base which will be used for the progression of the ball and the attack on the net.

FOR THE SMOOTH RUNNING OF ACTIVITIES

Make sure the ice is not covered with water (see *SECURITY*).

Plan for enough materials so that everyone can handle the balls with a broom.



Become familiar with the basic rules (see *RÈGLEMENTATION SIMPLIFIÉE*).

Reduce waiting time for active participation of young people and focus on fun

PROPOSED ACTIVITY

INDIVIDUAL TACTICS		TEAM TACTICS	
ACTIVITY	**LEVEL**	**ACTIVITY**	**LEVEL**
29 ROUND		41 SPOTLIGHT!	
30 PROTECTION		42 THE BREAK OUT	
31 THE CLOCK		43 THE DIAMOND FORMATION 1.0	
32 THE RACE		44 THE DIAMOND FORMATION 2.0	
33 THE MIDDLE-BALL		45 THE BOX FORMATION 1.0	
34 TGE TRIO		46 THE BOX FORMATION 2.0	
35 THE BULL		47 POWER PLAY	
36 AROUND THE NET			
37 THE PASS AND CUT			
38 THE *JOKER*			
39 THE SHOOTING MACHINE			
40 JUST ONCE			

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INDIVIDUAL TACTICS

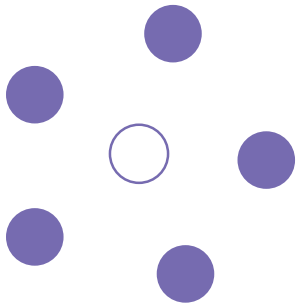
ACTIVITY 29

ROUND

MATERIAL: 1 par personne et 1 par équipe

OBJECTIVE: Improve movement in a game situation (circulate)

In teams of 6, stand in a circle and designate 1 player in the center with a ball. Those without the ball move by jogging around the central person. The jogging members take turns making a signal to receive a pass from the central player. The jogging member immediately returns the ball, and play continues. Change the playing in the center after 1 minute.



VARIANTS:

- Use only **non-verbal signals** (with the broom) to request the pass (more difficult).
- **WITHOUT PASSES**. Give 1 ball per participant - the participants will move with their ball in a circle around the central person who indicates numbers with their fingers. Watch the fingers to add the numbers without losing control of your ball (more difficult).
- Change the person in the center after **2 successful passes** (more difficult).

Move the ball away from your feet and keep it in your field of vision without having to look down

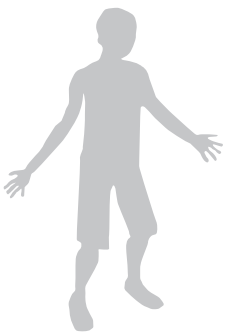
ACTIVITY 30

PROTECTION

MATERIAL: 2

OBJECTIVES: Improve individual marquage et son démarquage individuels.

As a duo, without a ball or 1 **attacker** and 1 **defender** (**protector**). Determine the zone to defend on the boards or wall with 2 cones. The attacker tries to touch this area with his glove. The protector tries to defend the area by touching his opponent with both hands. When the protector succeeds, it's 1 point for them. If the attacker manages to touch the area before being touched by the protector, it is 1 point for them. Alternate after 1 minute. Play 4 to 6 periods.



Focus on an explosive start during the démarquage.

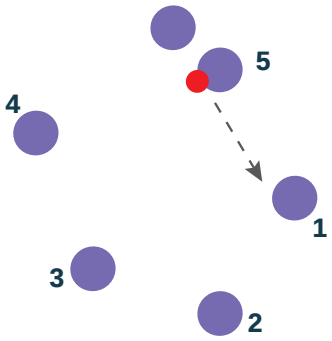
ACTIVITY 31

THE CLOCK

MATERIAL: 1 per person, some & 1

OBJECTIVE: Improve your démarquage (pass and cut).

In teams of 6, stand in a circle. Make forehand ***WRIST PASSES*** or ***SWEEP PASSES***. Place 2 players at (5) to start. The first player at (5) passes to the one at (1) who passes to the one at (2), and so on, to return to (5). After the pass, move ot take the place of the player who just received the ball. Receive the ball at a standstill, then move between the passes. Make as many clock turns as possible in 2 minutes, regardless of the type of pass.



VARIANTS:

- Change directions of "the clock" and make **backgand** passes (more difficult).
- Pass to **1 random member** in the circle and move to their place (more difficult).
- Try to **intercept** the pass from the next person to score a point

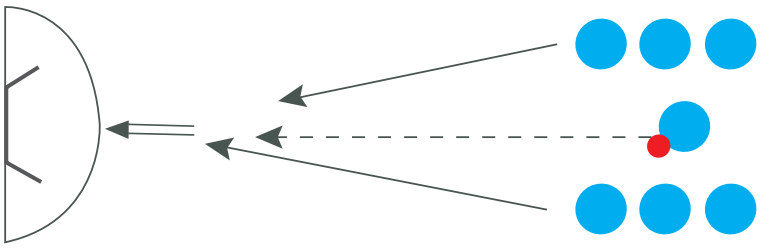
ACTIVITY 32

THE RACE

MATERIAL: 1 per person, 1 & 1

OBJECTIVES: Improve individual tactics on offense and defense.

Designate 1 participant to shoot the ball, and divide the rest of the group into 2 columns behind the blue line. Once the ball appears in their field of vision, the first player in each collumn attempts to recover the ball to attack and shoot on net. The person who fails to get to the balls tries to place himself between the ball carrier and the net to prevent them from scoring. Complete the round after the shot on net, whether successful or unsuccessful, or when the defender recovers the ball.



VARIANT:

- Get up quickly, **starting** in a sitting, lying or backward position (more difficult).

Focus on an explosive start during the démarquage.

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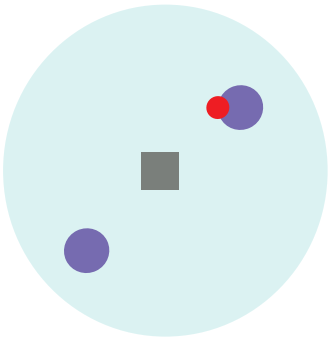
ACTIVITY 33

THE MIDDLE-BALL

MATERIAL: 1 per person and some

OBJECTIVE: Improve individual démarquage individuel.

In a trio in a defined space, such as the face off circle, designate 2 attackers and 1 defender. Make passes without leaving the designated space while the defender tries to intercept the ball. If the defender touches the ball, or if the ball goes out of the area, the offending person becomes the defender, and play continues.



VARIANTS:

- Add 1 attacker: **3 vs 1 format** (easier).
- Balance the forces: **2 vs 2 format** (more difficult).
- After **3 completed passes**, carry the ball to the end of the zone to score a point (more difficult).
- Enlarge the space and increase the team: 3 attackers and 2 defenders (more difficult).

Keep your head up and your eyes on the play. Make sure the non-ball carrier moves into open spaces to help the ball carrier. The ball carrier must also move with the ball.

ACTIVITY 34

THE TRIO

MATERIAL: 1 per person, 1 per trio & 1

OBJECTIVE: To recreate a game situation with reduced numbers.

In a trio, designate **1 defender** and **2 attackers**. Place the attackers at the red line and the defender at the blue line, near the boards. The defender passes the ball to one of the 2 attackers and at the same time moves towards the center of the ice to cover this area. The 2 attackers pass to each other and try to shoot on net. Recover the ball, return it to the blue line and take your places to restart.

VARIANT:

- Do the activity in a **3 vs 1** or **3 vs 2** format (more difficult).

The non-ball carrier must make himself available to the carrier and be out of the zone of interception by the defender. The defender, for his part, must have an eye on the two attackers and be placed between them.

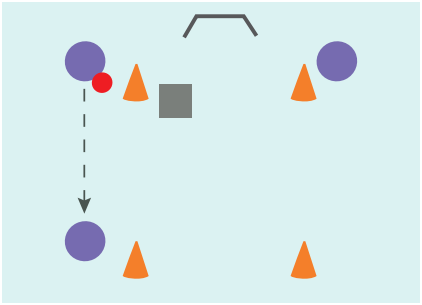
ACTIVITY 35

THE BULL

MATERIAL: 1 per person, 1 & 4 per team

OBJECTIVE: Improve your démarquage.

In a team of 4, designate **3 attackers** who pass the ball around 4 cones and **1 defender** in the center who who tries to intercept it. When attacking, move quickly after 1 pass to position yourself to the right or left of the ball carrier. On defense, stay in the square and extend the stick to intercept the pass. Swap roles.



VARIANTS:

- Make **hand passes** by rolling the ball on the ground (easier).
- **Take** the ball away (more difficult).

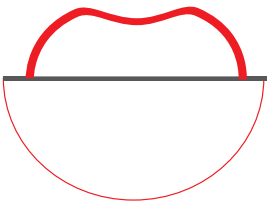
Focus on an explosive start during the marking. Keep the ball in contact with the ground and do not move while in possession of the ball

ACTIVITY 36

AROUND THE NET

MATERIAL: 1 per person, 1 & 1 per trio

OBJECTIVES: Improve the individual marking (covering) and unmarking (getting open).



In a team of 4, designate 3 attackers and 1 defenders. Place 2 attackers who pass to each other behind the net and try to pass the ball to the third attacker who must free himself from his maker in front of the net to receive the ball. The defender marks the third attacker in front of the net and prevents him from receiving the ball and shooting on net. After 2 minutes, swap roles to try them all at least twice

VARIANTS:

- Ask the defender to turn his **broom** in the direction (easier).
- Add 1 **goalkeeper** (more difficult).

The defender places himself between the ball carrier and the unmarked attacker and, also, between the unmarked attacker and the net. Get closer to the player who is going to score when he is near the net.

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ACTIVITY 37

THE PASS AND CUT

MATERIAL: 1 per person, 1 some 1 & 1 per field

OBJECTIVE: Improve «pass and cut» type démarquage.

Line up the players on the blue line, in the center of the ice, facing the net. Place 1 cone 5m from the blue line and designate **1 passer** 2m to the right of the cone. The first player at the blue line advances with 1 ball and executes the pass to the passer before arriving at the cone. The player continues his run to the left of the cone to finally receive the pass from the passer, then he goes to the net to shoot. Continue with the next player. After 1 minute, change the passer .

VARIANTS:

- Position the passer **to the right** of the cone.
- Add 1 cone and 1 passer to make **2 consecutive «pass and cut»** (more difficult).
- Replace the cones with **motionless defenders** with upside-down brooms (more difficult).
- Add 1 defender who waits after the «pass and cut» sequence to play in a **1 vs 1 format** (more difficult).

Accelerate after the pass and increase the distance between yourself and the opponent at the time of the pass.

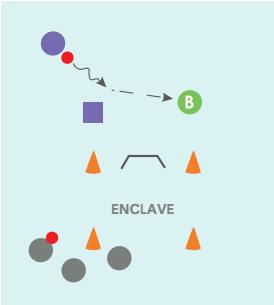
ACTIVITY 38

THE *JOKER*

MATERIAL: 1 per person, 1 4 & 1 per trio

OBJECTIVE: Accelerate your defensive reaction speed.

In a trio, designate 1 defender, 1 attacker and 1 *joker* (B) who always helsp the ball carrier in a **1 vs 1 format**. Succeed in reaching the slot (privileged zone) with the ball in less than 30 seconds to score in the inversed net. Start the activity with 1 pass from the joker to the player of their choice who thus becomes the attacker. Swap roles after every minute and score as many goals as possible



VARIANTS:

- Play in a **2 vs 1** format (easier).
- Start the course with 1 **shot from the back fo the field** by the *joker* and the 2 other members of the team who compete to take possession of the ball (determine the roles thus) (more difficult).
- Add **1 goalkeeper** (more difficult).

Focus on an explosive start on defense and anticipate the attacker's movement. Keep the Joker outside of the slot.

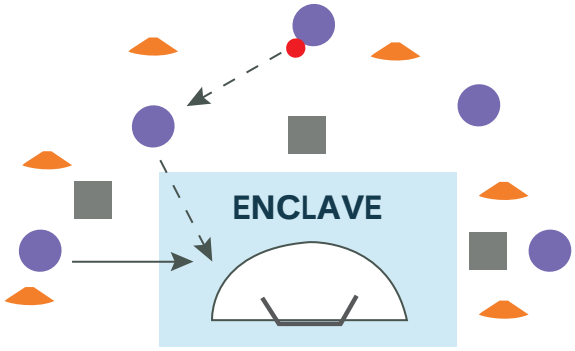
ACTIVITY 39

THE SHOOTING MACHINE

MATERIAL: 1 per person, 1 , 1 & 6 per team

OBJECTIVE: Circulate the ball well to reach 1 attacker in the slot

In a team of 8, place **5 attackers** around a territory marked by cones against **3 defenders** inside the zone **AND** outside the slot. Attackers can move inside the area, but cannot move with the ball. Only one attacker at a time can enter the slot for a maximum of 5 seconds and receive a pass. Defenders cannot enter the slot when attempting to intercept passes. When an attacker manages to catch a pass in the slot, he pivots to shoot on net (1 point per goal scored). The activity ends, either by the loss of the ball, or by the shot on net. Swap roles after 3 tries.



VARIANTS:

- Remove 1 defender to play in a **5 vs 2** format (easier)
- Allow attackers to **move with the ball** (easier)
- Require 3 passes before being able to reach an attacker in the slot (more difficult)

ACTIVITY 40

JUST ONCE

MATERIAL: 1 per person, 2 & 1 per field

OBJECTIVES: Improve your sense of play and anticipation.

In a 3 vs 3 format, score as many goals as possible. Prohibition to touch the ball twice in a row. If the ball is stopped, it is impossible to make a pass (considered a second contact). If the ball is touched twice by the same player, the opposing team automatically recovers it. No right to remove the ball from someone (cover the pass only). A loose ball can be recovered by any team. During an infraction, the offending team plays with reduced numbers. Make a minimum of 4 passes before shooting on net.

VARIANTS:

- Do the activity in a **4 vs 4 or 5 vs 5** format (more difficult)
- Allow **unlimited contact** with the ball after the 4th pass (easier).

Encourage observation of the play and of your team members before executing the pass. Position yourself well in relation to the ball and the target (your teammate) for the first contact.

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ACTIVITY 41

SPOTLIGHT!

MATERIAL: 1 per person, 1 , 8 , 1 , 1 and 2 colors of per field

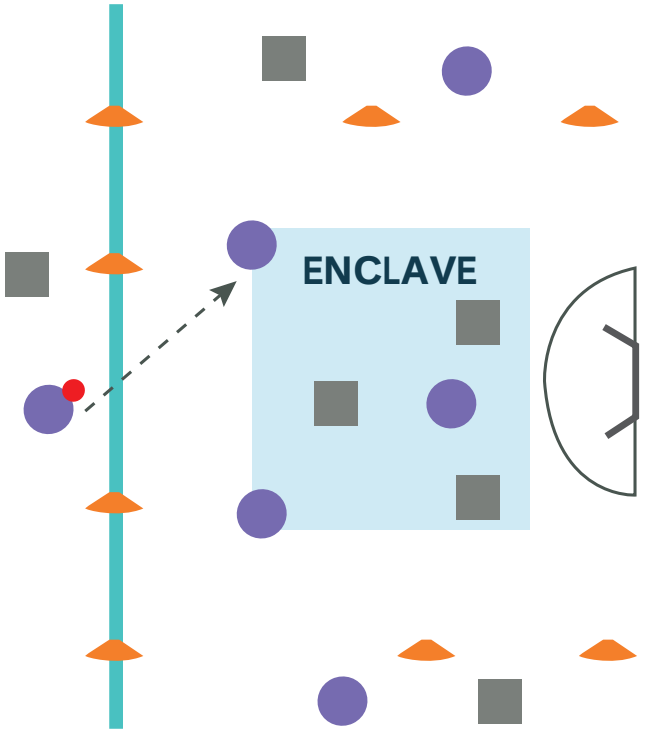
OBJECTIVE: Exercise basic team strategies in a modified game situation.

Form teams of 6 members but play in a **3 vs 3 format**, inside a territory marked by cones, and reproduce a game situation. The other players place themselves on the sides of this zone.

ON THE OFFENSIVE. Use the players on the outskirts to attack the slot and score a goal. The peripheral players can move with and without the ball on their sideline. They can't get into the zone or have the ball taken away from them by the defenders.

ON THE DEFENSIVE. Recover the ball to quickly switch to attack mode and vice versa (quickly switch to defensive mode when you lose the ball). The 3 defenders in the slot try to recover the ball. The successful player must pass the ball to a defender on the outskirts so that his team can, in turn, attack the goal.

Play with 1 target in the net or with 1 neutral goalkeeper (common to both teams). The activity ends after 1 shot on goal, successful or unsuccessful, or when a defender recovers the ball.



VARIANTS:

- Allow players on the outskirts to **take the ball away** from each other (more difficult).
- Allow players on the outskirts **to enter the zone** after receiving 1 pass (more difficult).

ACTIVITY 42

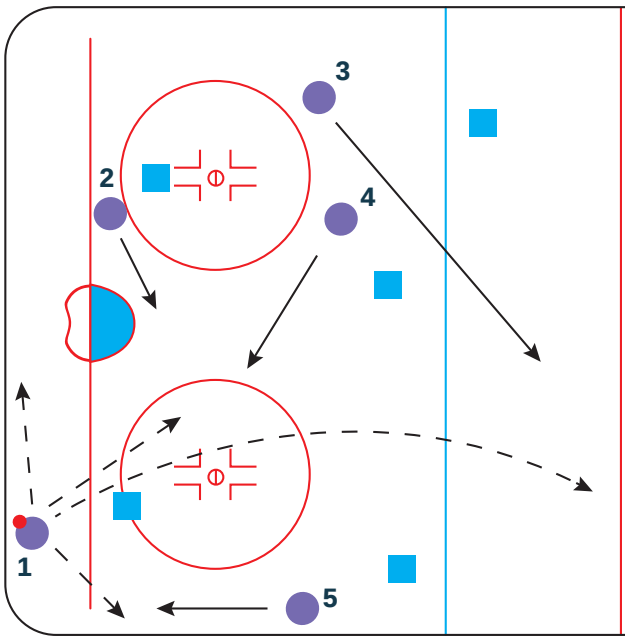
THE BREAK OUT

MATERIAL: 1 per person, 1, 1 and 2 colors per field

OBJECTIVE: Succeed in entering the offensive zone without losing the ball or the advantage of the game.

In **5 vs 5 format**, from your defensive zone, try break out to build an attack. Observe the following strategy when the ball is behind the net. The members of the attacking team must offer options to the **ball carrier (1)** by standing out from the opposing team :

- **Member (5)** retreats along the boards to free themselves from their marqueur and offer the best possible passing angle to the ball carrier.
- **Member (4)** makes a *COUNTERCALL* towards the ball carrier to move away from their marqueur. This player must prepare their play and execute it when they receive the ball.
- **Member (2)** moves in front of the net in case the attacking team suffers an interception.
- **Member (3)** makes a deep *CALL* diagonally behind the defense.



VARIANTS:

- If the options offered to the ball carrier are not satisfactory, the ball carrier can move with the ball towards the back of the net or they can pass again to the member (2) by passing behind the net, and restart the same sequence, but on the .

Change the position of the attacking team members amongst themselves (**cross**) to improve fluidity and facilitate separation during calls and countercalls. pour améliorer la fluidité et faciliter le démarquage

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ACTIVITY 43

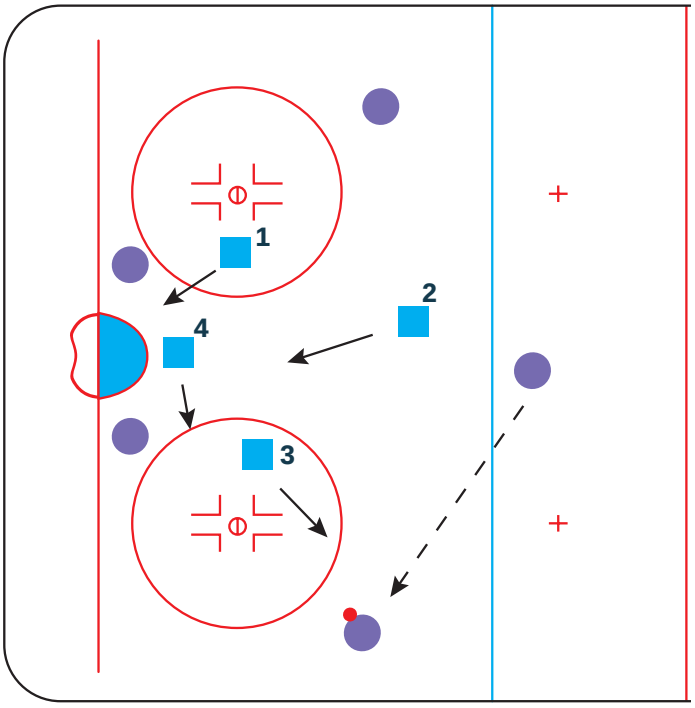
DIAMOND FORMATION 1.0

MATERIAL: 1 per person, 1, 1 and 2 colors per field

OBJECTIVE: **Apply a collective shorthanded strategy when there is only one player at the point.**

In a **5 vs 4 format, when the attacking team's player at the point passes the ball to the left**. The defense must adapt to moving the ball in this *PENALTY KILL strategy*:

- **Member (3) on defense**: the player closest to the ball, placed between the ball and the net. He must advance towards the opponent to close is angle of play as much as possible.
- **Member (2) on defense**: must return to the crease to block the passage of the ball between themselves and member(3). Attention ! The return to the crease must allow you to stay in a straight line between the opponent at the point and the net.
- **Member (4) on defense**: Moves slightly towards the near post. The mall must not pass between themselves and member (3).
- **Member (1) on defense**: Returns in front of the net to prevent the ball from passing between themselves and member (3).



ACTIVITY 44

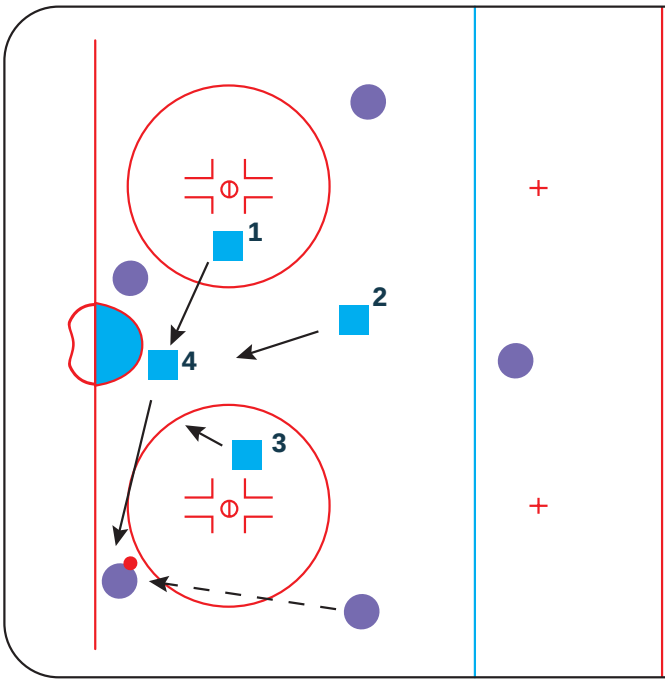
DIAMOND FORMATION 2.0

MATERIAL: 1 per person, 1, 1 and 2 colors 12 per field

OBJECTIVE: Apply a collective shorthanded strategy when there is only one player at the point.

In a **5 vs 4 format, when, on the offensive team, the player on the wing passes to another member of his team who makes a *CALL* in the corner.** The defense must adapt to moving the ball in this ***PENALTY KILL strategy***:

- **Member (4) on defense**: Player closest to the ball carrier, between the net and the ball carrier. The player must advance towards the carrier to reduce their playing angle as much as possible.
- **Member (3) on defense**: Withdraws slightly towards the slot to block the passage of the ball between themselves and member (4). This member must ensure, if the ball returns again to the person at the wing, they must remain between the ball and the net while moving towards the ball.
- **Member (2) on defense**: Withdraws towards the slot to prevent an opposing play in this area.
- **Member (1) on defense**: Must quickly return in front of the net to take the place of member (4) and cover the opponent in this area.



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ACTIVITY 45

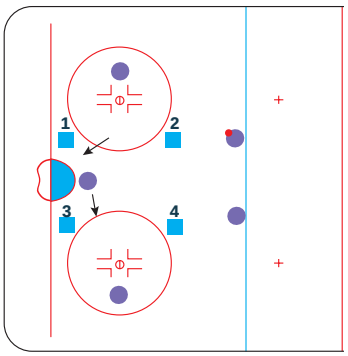
BOX FORMATION 1.0

MATERIAL: 1 per person, 1, 1 and 2 colors per field

OBJECTIVE: Apply a shorthanded strategy when there are only 2 players at the point..

In a **5 vs 4 format**, the defense must adapt to the movement of the ball in this *PENALTY KILL strategy:*

- **Member (2) on defense:** Stays in front of the ball carrier.
- **Member (4) on defense:** Covers the front of the net.
- **Member (1) and (3) on defense:** retreats slightly towards the slot to block the passage of the ball. Attention! When retreating towards the slot , make sure to stay in a straight line with the net and the opponent.



ACTIVITY 46

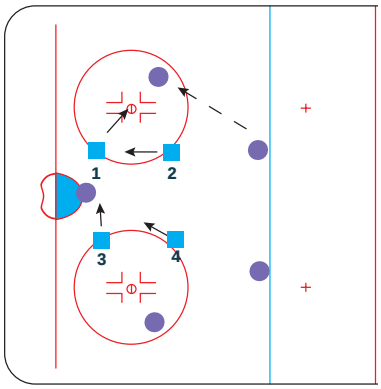
BOX FORMATION 2.0

MATERIAL: 1 per person, 1, 1 and 2 colors per field

OBJECTIVE: Apply a shorthanded strategy when there are only 2 players at the point..

In a 5 vs 4 format, **when the opponent at the «point» passes to their teammate on the wing,** the defense must adapt to the movement of the ball in this *PENALTY KILL strategy:*

- **Member (1) on defense**: Advances towards the ball carrier to reduce his angle of play as much as possible.
- **Member (2) on defense**: Backs slightly towards the slot to block the passage of the ball between themselves and member (1).
- **Member (3) on defense**: Withdraws towards the slot to prevent an opposing play in this zone.
- **Member (4) on defense :** Moves in quickly in front of the net to cover the opponent who is found in this area.



ACTIVITY 47

THE POWER PLAY

MATERIAL: 1  **per person, 1**  **, 1**  **and 2 colors**  **per field**

OBJECTIVE: Create as many opportunities as possible to score on the power play.

In a **5 vs 4** format, the offensive team, which has 1 more player than its opponent, must ensure that it adopts certain practices:

- In possession of the ball, the carrier must be **threatening and dynamic** to complicate anticipation of the adversary's next actions. Will he make 1 pass, 1 shot or 1 move in possession of the ball?
- Perfrom **oriented pass receptions** to force the opponent to move in a non favorable direction and make defensive positioning difficult
- Peform ***PASSES*** and ***SHOTS ON RECEPTION***. This gives the opponent little time to position themselves well defensively.
- Perfrom **screens**, that is to say position yourself, in anticipation, in opposition to the movement of the opposing player who tries to mark a member of his team. This is an advanced tactic which requires a lot of synchronsim.
- Make position changes (**permutations**) between members of the same team, with or without a ball. This requires the adversary to communicate well to remain effective in defense.

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