

UNIVERSITY OF BRITISH COLUMBIA
SCHOOL OF HUMAN KINETICS
HKIN 215B Section 0B1
ANALYSING PERFORMANCE IN FIELD HOCKEY
Tuesdays/Thursdays 9-11am - January 09-February 27, 2007

INSTRUCTOR: GAIL WILSON

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OFFICE HOURS: by appointment

CLASS LOCATIONS: Gym A (Osborne Centre, Unit I), Wright Field Hockey Turf (South Campus)

COURSE FORMAT: Students should be prepared for both theory and practical work on each day of the class unless otherwise notified by the instructor.

COURSE DESCRIPTION: The analysis of performance and instructional strategies for field hockey

LEARNING OUTCOMES:

1) Knowledge Outcomes: at the conclusion of this course, successful students will be able to demonstrate an understanding of:

- the physical, cognitive, and psycho-motor factors that contribute to effective performance
- the skill and cognitive aspects of performance
- developmental progressions that lead to effective performance

2) Performance Outcomes: at the conclusion of this course, successful students will be able to:

- demonstrate correct performance of selected skills, tactics, and strategies

3) Movement Analysis Outcomes: at the conclusion of this course, successful students will be able to:

- demonstrate the ability to detect errors and correct incorrect performance

4) Pedagogical Outcomes:

i) at the conclusion of this course, successful students will be able to communicate effectively by:

- using developmentally appropriate, gender neutral, culturally sensitive language
- speaking clearly, projecting voice appropriately
- positioning so that all learners can be seen at all times
- moving to verbally and nonverbally interact with all students
- providing positive, focused, meaningful feedback

ii) at the conclusion of this course, successful students will be able to demonstrate the ability to:

- create safe, developmentally appropriate, inclusive learning environments
- organize space and equipment for safe and effective learning
- organize students effectively in groups
- use effective demonstrations and explanations when introducing skills and concepts
- use cues effectively
- use start and stop signals effectively

iii) at the conclusion of this course, successful students will be able to:

- identify, current academic and professional resources (on line and hard copy) that support teaching and learning in field hockey
- project a professional attitude-appearance, using appropriate body language, dress, verbal and written skills
- develop a course portfolio which will serve as a personal resource manual for senior pedagogical coursework and other field hockey pedagogical experiences

READINGS:

Required readings will be issued in class, (at cost). Approximately \$5.00 per student.

COURSE POLICIES

1) **Equipment and Clothing:** Students must wear a mouth guard in all tactical and game situations. Shin guards are highly recommended. Hockey sticks and hockey balls will be provided. Students are expected to dress appropriately for activity.

2) Performance Analysis Courses Attendance Policy

Participation and attendance are compulsory. **UNAUTHORIZED ABSENCE FROM MORE THAN TWO CLASSES IS CONSIDERED UNSATISFACTORY.** A student may be denied the privilege of writing the final examination because of unsatisfactory attendance. In this case, course credit will **NOT BE** granted. Students who are unavoidably absent due to illness or disability should report to the instructor on their return to class. Students who, due to physical illness or injury, cannot actively participate in classes, must provide written medical documentation.

Students who neglect their academic work and assignments may be excluded from the final examinations. The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. A list of religious holidays involving fasting, abstention from work or study, or participation in all-day or fixed-time activities is available at <http://students.ubc.ca/publications/multifaith/>. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar authorized commitments, and wish special consideration for such commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor during the first week of the term.

EVALUATION COMPONENTS

Component		Grade Value	Learning Objectives
Practical Performance*	(see Appendix 1)	10 marks	2
Field Assignment**	(see Appendix 2)	10 marks	1, 3 due Feb. 27th
Instruction Presentation**	(see Appendix 3)	10 marks	1,2,3,4, 5 (Feb.13,15)
Resource Manual **	(see Appendix 4)	Pass/Fail	1, 3, 4 due Feb. 23rd
Final Examination**		20 marks	1, 3, 4 – in class Feb. 27th
Total		50 marks	

NOTE: STUDENTS MUST COMPLETE ALL COMPONENTS OF THE EVALUATION IN ORDER TO QUALIFY FOR COURSE CREDIT

* students who are unable to complete the practical requirements of the course due to authorized absence, or injury will be given a Standing Deferred in Hkin 215B until practical requirements are completed

** students who know, in advance that, due to authorized absence, or unavoidable circumstances, they cannot complete the graded work requirements of the course, according to the above schedule, and who wish special consideration, **MUST** make prior arrangements with the instructor.

COURSE CONTENT

1. Historical Overview: Field hockey as a recreational, community and international, competitive sport.
2. Factors Contributing to Effective Performance:
3. Technical Elements of Performance:
 - a) Possession Techniques
 - b) Dispossession Techniques:
 - c) Specialized Techniques:
3. Tactical Elements of Performance: On-Ball and Off-Ball
 - a) Offensive Tactics and Strategies –
 - application of the principles of attack
 - elements of successful attacks
 - counter attack and positional build-ups
 - creating shooting opportunities
 - set piece offense
 - b) Defensive Tactics and Strategies
 - application of the principles of defense
 - elements of successful field hockey defense
 - denying shooting opportunities
 - defending set pieces
 - c) Systems of Play:
 - formation and structure
 - styles of play
4. Pedagogical Strategies for Field Hockey Instruction
 - alternative approaches for teaching field hockey
 - mini-hockey, indoor hockey
 - designing developmentally appropriate progressions and drills
 - basic teaching mechanics and techniques

APPENDIX I
PRACTICAL PERFORMANCE EVALUATION 10 marks

i) TECHNICAL REPERTOIRE

i) Possession Techniques:

- orthodox dribbling, Indian dribbling
- evasion techniques (draw, drag, dodge)
- propelling (hits/drives, pushes)
- receiving, trapping, controlling

ii) Non-Possession Techniques:

- committed tackle
- channelling, delay,

ii) TACTICAL CONCEPTS:

- i) Offensive:** creation and use of space utilizing the appropriate Principles of Attack in specific zonal locations.
- ii) Defensive:** denial of space utilizing appropriate Principles of Defence in specific zonal locations

EVALUATION CRITERIA

- 1. ON-BALL techniques (5 marks) will be evaluated in both closed and open environments. Each technique will be evaluated according to the following criteria:**

EFFECTIVENESS: (Outcome Achieved)	1 mark
EFFICIENCY (Technical Performance)	3 marks
All aspects technically correct, confident performance	3
Key elements correctly performed	3
Performance minimally correct with major errors	1
Inability to demonstrate minimally correct performance	0
 ADAPTABILITY	 1 mark
Able to apply correct technique in game environments	1
Unable to apply correct technique in game environment	0

- 2. OFF-BALL actions (5 marks) will be evaluated in open, game-simulations according to the following criteria.**

i) APPLICATION OF THE PRINCIPLES OF ATTACK AND DEFENCE	3 marks
Demonstrates correct positioning, good anticipation and appropriate decisions in both offensive and defensive roles, demonstrated knowledge of all principles of attack and defence	3
Correct application of some of the principles of attack and defence, Makes most decisions quickly and correctly	2
Minimal application of game principles, hesitancy in decision-making	1
Poor application of the game principles, decisions inappropriate	0
 ii) APPLICATION OF RULES	 2 marks
Demonstrates, in game situations, a thorough understanding of, and the ability to apply, the rules of the game. reacts quickly and correctly to official's decisions	2
Demonstrated knowledge of some rules, slow to react to official's decisions	1
Little knowledge of game rules as demonstrated by incorrect positioning, and reaction time	0

APPENDIX 2
FIELD ASSIGNMENT
10 marks

To complete this assignment, each student must observe two Vancouver League field hockey matches (one male match and one female match) and prepare a report which addresses the questions below. In order to be considered complete, reports must be of high professional quality and, in addition to responding to the questions below, must include: i) a cover page, ii) table of contents, iii) demographic information (who when, where, division), iv) bibliography.

VENUES: Wright Field (South Campus, UBC); Eric Hamber Turf (35th and Oak St);
Burnaby Lake Sports Complex; Crofton House School (Blenheim and West 41st)

MATCH TIMES: Matches take place Saturdays and Sundays and on some Monday and Wednesday evenings. A full schedule is available at [www. fieldhockey.org](http://www.fieldhockey.org)

ASSIGNMENT DETAILS: *Based on your observations*, respond to the following questions. Where appropriate, include diagrams to support your answers.

- a) Describe the major strengths and weaknesses, as exhibited in your observation matches, of the following techniques: i) carrying the ball, ii) propelling the ball, iii) receiving the ball, iv) engaging the ball-carrier, v) shooting on goal
- b) Describe the system of play used by each team and analyse the effectiveness of the system in the game.
- c) Discuss the ability of each team to apply the actions principles of attack and defence. Please be specific
- d) Discuss the ability of each team to execute offensive and defensive set pieces. Please be specific
- e) Based on the above game elements, provide a summary rationale to explain the outcome of the game

Submission Date: February 27, 2007.

EVALUATION CRITERIA

Outstanding paper, detailed analytical responses to all questions, inclusion of quantifiable supportive data, demonstrated superior knowledge of technical and tactical aspects, professional presentation with complete and clearly labelled diagrams (8-10 marks)

Answers most questions thoroughly and thoughtfully, demonstrated knowledge of many technical and tactical elements, clearly and neatly presented (5-7 marks)

Responses to less than half of the required questions; little evidence of comprehensive technical or tactical knowledge; presentation weak, diagrams incomplete and of poor quality (2-4)

No submission of paper or submitted beyond acceptable date (0-1 marks)

(1 day late=2 marks deducted / 2days late=4 marks deducted/ three days late= 0 grade for assignment

APPENDIX 3

PEDAGOGY

1) **Micro Teaching Practice** (ungraded). Throughout the term, each member of the class will be scheduled to lead a 10 minute Practical Review of previously presented skills, techniques or tactics, **and** a class warm-up. The Practical Review should include drills or activities which 'optimally challenge' the class and provide effective practice experiences for the skill/technique indicated on the Micro Instruction teaching schedule. 'Instructors' should assume that basic technical instruction has been given to the students in previous lessons and that students have already been taught (though may not have mastered) the identified skill/technique/tactic. The 10 minute 'Warm-up' should include relevant, inclusive, and creative cardio vascular activity followed by appropriate dynamic/static stretching and should meet the criteria for 'Effective Warm-Ups for Physical Activity' as discussed in class.

Immediately following each presentation the 'instructor' will discuss their 'teaching' session with their class to receive feedback according to required pedagogical criteria. **Presentors are to prepare i) a clearly presented description of the activities used in their sessions (format to be handed out in class). The description of the reviews and warm-ups will be photo copied by the instructor and made available to all students in the class for inclusion in the 215B Field Hockey resource manuals.**

2) **Formal Instruction Presentation:** On January 25th all students will be given their instruction topics for their formal teaching presentations. These presentations will take place during class time on February 21st. Each student will present their topic 'teach' the entire class. Specific details and grading criteria for this assignment will be issued in class.

APPENDIX 4
RESOURCE MANUAL
GRADING (PASS/FAIL)

This assignment is designed to ensure that each student will take, from Hkin 215B, a personal field hockey resource manual. Your completed manual must be submitted in class prior to the examination on February 27/07. Manuals will be graded as Pass/Fail. Manuals which receive a Fail will be returned to students and resubmitted to the instructor once all required components have been included and required standards have been met. **No grade will be assigned for Hkin 215B until the Resource Manual has been satisfactorily completed.**

Content for your manual will be developed in class and through on-line, and hard copy, literature searches.

Resource Manuals must contain the following elements:

- Table of Contents
- Detailed technical/tactical analyses for all techniques/tactics covered in class (1 drill for each technique/tactic)
- A description of the application of the generic Principles of Attack and Defense to the game of field hockey and at least two suggested activities that can be used to develop each principle
- 1 drill* to develop free play tactics for the offense in the offensive zone in both indoor & outdoor hockey
- 1 drill* to develop free play tactics for the defending zone team in the defensive zone
- a diagrammed, effective set piece strategy (with explanation) for:
 - attack penalty corner (position the opposition in your diagram)
 - defending penalty corner (position the opposition in your diagram)
 - 16 yard hit (position the opposition in your diagram)
 - corner (position the opposition in your diagram)
- a compilation of warm-up activities appropriate for field hockey
- a description of the fundamental rules that are critical for understanding and playing field hockey
- a bibliography (APA format) listing a minimum of 5 current, hard copy resources and, 2 Canadian, and 3 International web sites

* (Drill descriptions must include the purpose of the drill; organization of players and equipment; flow (including labelled diagrams as required).

Your manual should be of such quality that you would be willing to share it with your classmates, or with other staff members with whom you might be working.

EVALUATION CRITERIA

PASS: Well organized, and professionally presented, and all required elements included

FAIL Poorly organized or, unprofessionally presented, or incomplete