

THE UNIVERSITY OF BRITISH COLUMBIA  
SCHOOL OF KINESIOLOGY

**Course Code and Title:** KIN 215B 0B1 Performance Analysis of Selected Individual Sports and Activities: Phase 1 Rugby

**Class location:** Osborne GYM A

**Class Meeting time(s):** Tuesday and Thursday 2-4pm

**Instructor Name:** Brian Moylett

**Contact Information:** [brian.moylett@ubc.ca](mailto:brian.moylett@ubc.ca)

**Office:** War Memorial Gym room 29

**Office Hours:** By appointment

### **Course Description**

An introduction to the skills, laws and gameplay of rugby union. The development of competency and comfortability in executing selected rugby union skills and activities, while also developing a level of understanding of these skills and activities, which would enable effective teaching. The traditions, values and safety aspect of the sport will be discussed. Skill development, positional play and offensive, defensive and transition tactics will be analyzed. The course features a blend of theory and practice and students will use divergent and innovative thinking to develop and deliver game based activities.

### **Rationale**

In an open and collaborative environment, the course will observe a variety of the different facets of rugby union. Knowledge acquired in this course, as well as practice of practical instruction, will enable students to deliver rugby games and activities to others.

### **Aims and Outcomes**

- For students to become comfortable in executing the basic skills of rugby.
- To provide an understanding of basic patterns and gameplay of rugby.
- To understand the role that executing basic skills under pressure has on a team's overall performance.
- To provide a framework for students to effectively teach rugby skills, activities and games.
- Develop skills in relation to analyzing individual and team performance.
- To develop a basic understanding of the laws of rugby, and why they are amended and continuously evolve.
- To understand the different formats of the game and the skills and techniques that are most prominent in each form.
- To understand the different styles of gameplay, tactics and strategies in rugby, and be aware of advantages and limitations of each.

### **Specific Learning Objectives / Activities**

By the end of this course, students will be able to:

- Execute the basic rugby skills covered in the course.
- Develop, and deliver, activities and games that enable players to practice basic skills.
- Create a positive and fun environment when delivering activities.
- Use effective coaching points and techniques to deliver rugby activities.
- Tailor coaching approach based on different circumstances.
- Understand non rugby specific skills that improve the performance of rugby players.
- Use divergent thinking to take aspects of other sports which would improve rugby skills.
- Understand, and explain, the basic laws of the game.
- Understand, and explain, the important safety aspects of rugby.
- Identify skills from other sports that would be effective in rugby.
- Analyze a rugby match using key metrics.
- Distinguish and describe different tactics, strategies and styles of play.
- Understand the different positional requirements in rugby and the roles they play in a team.
- Understand, through cooperative learning, the importance of effective communication and teamwork in rugby.
- Give an informed opinion on the best tactics to use in various circumstances.

### **Format and Procedures**

This course will consist of two two-hour classes each week. Each class will include lecturing, class discussions, small group discussion and practical kinesthetic learning by doing (lab). Although attendance is not formally taken in class, regular attendance is advised as class participation is a component of the course evaluation. You are responsible for all material covered in class and any information given whether in attendance or not. You are also responsible for getting your own notes from class as well as information pertaining to changes in the course outline, assignments, and information pertaining to any tests or exams.

### **Important Semester Dates**

Our first class	Jan 7 <sup>th</sup>
Midterm examination	In class on Jan 30 <sup>th</sup>
Final examination	In class on Feb 25 <sup>th</sup>

## Tentative Schedule

Dates	Topics
Jan 7 <sup>th</sup> – Jan 12 <sup>th</sup>	Unit 1: Basic skills of rugby and introduction to laws
Jan 13 <sup>th</sup> – Jan 19 <sup>th</sup>	Unit 2: Skill Development
Jan 20 <sup>th</sup> – Jan 26 <sup>th</sup>	Unit 3: Continuity and attacking systems
Jan 27 <sup>th</sup> – Feb 2 <sup>nd</sup>	Unit 4: Introduction to tackle Midterm Examination
Feb 3 <sup>rd</sup> – Feb 9 <sup>th</sup>	Unit 5: Ruck, maul and defensive tactics and systems
Feb 10 <sup>th</sup> – Feb 16 <sup>th</sup>	Unit 6: Coaching styles and framework. Values, teamwork and team building
Feb 17 <sup>th</sup> – Feb 23 <sup>rd</sup>	Final Examination (practical)
Feb 25 <sup>th</sup>	Final Examination (written)

\*Guest speakers will be invited throughout the term. Dates will be communicated once confirmed.

## Laboratories

The first part of each class will be in a classroom style with a considerable amount of open discussion and collaborative work in groups. Labs will be held in the second part of each class. It is the student's responsibility to come prepared and on time. Everyone is expected to participate fully in the lab sessions, unless unable and communicated in sufficient time. Participation means serving as both the player and the teacher/coach. Appropriate dress (gym wear) is required during labs.

Laboratory Safety procedures will be reviewed during the first lab of the term. Labs involve participating in activities, delivering/teaching activities to your classmates and various forms of exercise. You are expected to adhere to the laboratory guidelines at all times. Failure to do so will result in removal from the laboratory setting. There will not be any unreasonable physical expectations placed upon students during labs, but if at any point a student feels uncomfortable with a certain activity they should communicate so at the earliest possible juncture.

## Policies and Expectations

### *Class Attendance*

Regular attendance is expected of students for all lectures (attendance is not taken for lectures). Students who are unavoidably absent because of illness or due to other reasons, should speak to a peer and catch up on missed content; however, assignment completion is still expected to be on time. Report to the instructors on return to classes if you have missed consecutive classes.

### *Note taking*

It is encouraged to take notes during lecture. Oral and written material is testable. Refer to link below for a great resource on note taking:

<https://lss.info.yorku.ca/resources/note-taking-at-university/>

### *Emails*

Questions through email are always welcome but please be aware that I might not be able to respond immediately. It may take me up to 24-48hrs to respond to your email during the week and I don't check my email on weekends or after 5pm on week days. For ease of reference and clarity please include your course name, section and email topic (i.e. KIN 215B 0B1 Missed midterm) in the subject line.

### *Technology in the classroom*

Note taking on a laptop encourages verbatim transcription and students no longer process information in a way that is conducive to the give-and-take of a classroom discussion. Laptops also create the temptation to surf the web, check e-mail, or instant message creating a much less engaged classroom. Laptops will be allowed in the classroom. However, please make sure that you are focused on what is happening in the classroom and engaged in the discussion. Students may be asked to turn their computer off or leave the room if the computer becomes a disruption for the instructor or for other students.

Cell phones, however, are not welcome in the classroom. Cell phones are not to be visible or used at any time, especially not during quizzes or exams. Phones should be turned off before entering the room and remain off for the duration of class. If there is an extenuating circumstance which requires the student to use the phone during class, kindly step out of the room. Students who use their phone during class time will be asked to put the phone away and may be asked to leave room.

### *Course analytics:*

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas and Connect. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

### *Academic Accommodation for Students with Disabilities*

The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Students with a disability who wish to have an academic accommodation should contact Access and Diversity without delay.

### *Academic Integrity*

All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia's Academic Honesty and

Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

*Physical Participation:*

All students are expected to participate in the lab section of the class. There will be physical contact with equipment and other students during the lab, although this will always be in a controlled and safe environment.

Labs will generally be held indoors. We may have labs outside on the rugby pitch and if so students will be given appropriate notice. For indoor labs students should wear suitable footwear, such as runners, and comfortable athletic/training clothing. For outdoor labs students are advised to wear football boots/cleats and appropriate athletic/training clothing. We will be doing controlled tackling drills during the course and students are advised to wear a mouth guard.

If a student is injured or disabled physical participation in the lab will be adopted. Students should communicate as early as possible via email if they cannot participate fully in a lab

*Copyright:*

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Permission to record classes must be granted by the Instructor.

**Readings and Resources**

Readings will be given and video material will be posted on Canvas periodically.

Information about this course, handouts, and important reminders will be made available on the course website. This information can be accessed at the following address: <http://lthub.ubc.ca/guides/canvas/>

Class notes will be made available through the course website. Students are encouraged to bring these notes along with paper and pen to class. Notes will be posted 24-hours prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class assignments, or detailed examples, which will be covered in class.

**Course Evaluation**

Class participation	25%
Homework	15%
Midterm examination	20%
Final examination	40%
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	100%

### *Grading*

#### Examinations:

Term tests will not be rescheduled for any reason other than a medical issue or family emergency.

Written documentation must be presented in order for the test to be rescheduled. If you do not contact your instructor, you will be given a score of zero on the assessment.

**IMPORTANT: IN ORDER TO PASS THE COURSE, STUDENT MUST PASS ( $\geq 50\%$ ) THE FINAL EXAMINATION. Under no circumstances, is a make-up assignment an option to supplement grades obtained.**

Grading scale is as following:

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC's Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members' full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity,

gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail me your name and pronoun and how you would like these to be used.

### **Acknowledgements**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

**UNIVERSITY OF BRITISH COLUMBIA**  
**SCHOOL OF KINESIOLOGY**  
**KIN 215B Section 0B1**  
**ANALYZING PERFORMANCE IN FIELD HOCKEY**  
**Tuesdays/Thursdays 2pm-4pm February 27 – April 7 2020**

**INSTRUCTOR:** Hash Kanjee

**OFFICE:** N/A      Email: hash.kanjee@ubc.ca

**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. This course will develop:

- **Basic technical and tactical knowledge and skills**
- **The ability to analyze basic technical, tactical and game performance**

**LEARNING OUTCOMES:**

- 1. Knowledge Outcomes** - at the conclusion of this course, successful students will be able to demonstrate their 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**
  - a) 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
  - b) At the conclusion of this course, successful students will be able to demonstrate the ability to:
    - Create safe, developmentally appropriate 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
- c) 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

**READINGS:**

FIELD HOCKEY CANADA Field Hockey '101' Technical Resource, available from the instructor. Additional readings may be assigned in class.

**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 1,3 (April 07)	(see Appendix 3)	10 marks	
Instruction Presentation**	(see Appendix 2)	10 marks	1,2,3,4 (Apr 02 & Apr 07)
Final Examination** 1, 3, 4 (TBA)			20 marks
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 Kin 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 (minimum of 2 weeks' notice) with the instructor.

## KIN 215 – COURSE CONTENT

### Building Knowledge

- Historical Overview: Field hockey as a recreational, community and international, competitive sport.
- **Technical Elements of Performance**
  - **Possession Techniques**
    - Running with the ball – ball position / vision
    - Passing and receiving
    - Dribbling, Eliminating
    - Hitting, Sweep-hitting
  - **Dispossession Techniques**
    - Block tackle
    - Poke tackle
  - **Specialized Techniques**
    - Attacking Penalty Corners
    - Defensive Penalty Corners
- **Tactical Elements of Performance**
  - **Offensive**
    - Principles of Attack
    - Attacking Strategy
  - **Defensive**
    - Principles of Defence
    - Defensive Strategy
- Systems of Play
  - 3-3-3-1, 3-4-3, 5-3-2-1

### Effective Instruction

- Understanding your strengths
- Connecting with your audience
- Pedagogical Strategies

- Teaching mechanics and techniques
- Developmentally appropriate
- Engineered small sided games / Mini hockey
- Lesson Planning
- Approach to Technical Analysis and Delivery
- Framework for technical analysis
- Strategies for technical instruction
- Approach to Tactical Analysis and Delivery
- Roles vs. Positions
- Framework for in game analysis

## **APPENDIX I**

### **PRACTICAL PERFORMANCE EVALUATION 10 marks**

#### **1. Technical Elements of Performance**

- a) Possession Techniques
  - i) Running with the ball – ball position / vision
  - ii) Passing and receiving
  - iii) Dribbling, eliminating
  - iv) Hitting
- b) Dispossession Techniques
  - i) Block tackle
  - ii) Poke tackle

#### **2. TACTICAL CONCEPTS:**

- a) Offensive: creation and use of space utilizing the appropriate Principles of Attack in specific zonal locations.
- b) 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 2
  - 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.

- **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

#### **3. 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

### 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, OR a 10 minute 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 and appropriate dynamic stretching and should meet the criteria for 'Effective Warm-Ups for Physical Activity' as discussed in class. Immediately following each micro teaching presentation the 'instructor' will discuss their 'teaching' session with their class to receive feedback according to required pedagogical criteria. Presenters are to prepare a clearly presented mini lesson plan for their session. This lesson plan is to be given to the course instructor prior to the lesson using the format distributed in class.
- 2. Formal Instruction Presentation (graded):** These presentations will take place during class time on April 02 and April 07. Each student will present his or her topic to one half of the class (n=7/8). Specific details and grading criteria for this assignment will be issued on March 24, 2020.

### GUIDELINES FOR MICRO TEACHING AND FORMAL PRESENTATIONS

When preparing for all instructional presentations, the following issues should be considered:

1. Pedagogy - Organization and management, safety, professionalism (poise, manner, voice, body language), enthusiasm
2. Learning Environment - the 'lesson' should take place in an environment that is fun inclusive, organized, developmentally appropriate, safe, purposeful, and active
3. Content Development:
  - a) Developmentally appropriate drill/activity selection and progressions
  - b) Provision of appropriate general and specific feedback and communication in the detection and correction of performance errors and recognition of correct performance

'Instructors' should demonstrate enthusiasm, energy, and professionalism; they should be actively involved, engaging, organized, and be able to be seen and heard by all learners.

## APPENDIX 3

## FIELD ASSIGNMENT

Value 10 marks

This assignment is to be done in pairs. To complete this assignment, each pair of students must observe one Men's or one Women's Vancouver League field hockey match

Possible Venues: Wright Field, (UBC); Eric Hamber School turf (35<sup>th</sup> and Oak St); Crofton House School Turf (Blenheim and West 42<sup>nd</sup>); Tamawanis Park (Surrey); Town Centre Park (Coquitlam)

Schedule Web Sites:

- Women's League:

<http://www.vwfha.org/leagues/calendar.cfm?theMonth=02&theYear=2016&selectedTeamID=0&clientID=3376&leagueID=9013>

- Men's League:

[http://www.vancouvermensfieldhockey.com/leagues/front\\_pageVMFHL.cfm?clientID=5415&leagueID=20811](http://www.vancouvermensfieldhockey.com/leagues/front_pageVMFHL.cfm?clientID=5415&leagueID=20811)

## ASSIGNMENT DETAILS

Note: One person will base their answers to the following questions on the performance of one team; the other person will base their answers on the performance of the other team. The assignment should contain: a cover page, table of contents, demographic information (who when, where), a bibliography, and detailed answers to the questions listed below:

- Describe the major strengths and weaknesses that you observe for the following techniques: 

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 i) carrying the ball, ii) propelling the ball, iii) receiving the ball, iv) engaging the ball-carrier
- What system of play does the team you observed use. Provide a diagram to support and clarify your response.
- Discuss the ability of 'your' team to apply the actions principles of attack and defence. Be specific please.
- Discuss the ability of 'your' team to execute offensive and defensive set pieces. Be specific please and use diagrams to support your response.
- Discuss the final outcome of the game with respect to the above areas of performance

## 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 (4-5 marks)

Answers most questions thoroughly and thoughtfully, demonstrated knowledge of many technical and tactical elements, clearly and neatly presented (2-3 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 (1 mark)

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