



**SPORT SCIENCE & MANAGEMENT  
SS5204 FLOORBALL**

<b>Academic Year</b>	2019-20	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS5204		
<b>Course Title</b>	Floorball		
<b>Pre-requisites</b>	Nil		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

This course aims to equip you with background knowledge of floorball laws of the game and fundamental competencies of floorball techniques and tactics. You will develop your skills and tactics to demonstrate and apply your knowledge and competencies during gameplay

**Intended Learning Outcomes (ILO)**

By the end of this course, you (as a student) would be able to:

1. Articulate the rules of the game.
2. Demonstrate the skills of floorball
3. Apply appropriate tactics during game play.

**Course Content**

1. Introduction to Floorball; Rules and Equipment
2. Floorball techniques (offence) : Ball control, protection, passing & shooting
3. Floorball techniques (defence) : Channeling, tackling & blocking shots
4. Combination of skills, fault identification and correction
5. Participate in a range of skill-based practice routines
6. Floorball tactics (attack concepts & play-ups)
7. Floorball tactics (defence concepts & structure)
8. Combination of techniques and tactics
9. Practical assessment during gameplay
10. Outline the basic rules of the game and referee a game
11. Theory assessment

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Practical Assessment	LO 1, 2,3	A1, A2, B1, C2, D1	60%	Individual	Refer to Appendix 1
2. Theory Assessment	LO 1	A1, A2, B2	30%	Individual	Written Test Answer Scheme
3. Class Participation	LO 2,3	C2, D1, D2	10%	Individual	Refer to Appendix 2
Total			100%		

Graduates of the SSM programme should show:

**Competence**

A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services

<b>Creativity</b>	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
<b>Communication</b>	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
<b>Civic-Mindedness</b>	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

## Formative Feedback

Formative feedback will be provided:

- On an ongoing basis during practice and gameplay sessions
- Peer observation and feedback session
- Visual observation and tactical notes of gameplay for technical and tactical feedback
- At other times when you make appointments to consult on your work

General feedback will be provided:

Post practice-performance discussion at the end of each session

## Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Practical sessions	<p>Practices and performances during the practical sessions on skills and tactics provide an indication that they are cognizant of the important progresses in individual and gameplay competencies</p> <p>At the end of each session, there will be post session discussion for you to take stock of what you have learned, which will in turn set you thinking about your progression and developments, and serves as a check of your competencies</p>

## Reading and References

1. Floorball youth start-up kit. Downloaded from <http://www.floorball.org/materials.asp>
2. Floorball – Rules of the Game edition 2018. Downloaded from <http://www.floorball.org/pages/EN/Rules-of-the-game->
3. Outline of the changes to the Rules of the Game (2018). Downloaded from <http://www.floorball.org/pages/EN/Rules-of-the-game->
4. Referee signals - floorballcoach.org. Downloaded from <https://www.youtube.com/watch?v=3-9WtuQVxYM>

## Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit the scheduled assignment by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

#### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

#### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

#### (4) Attire

You are strongly encouraged to wear proper sports shoes (preferably court shoes instead of running shoes that support your ankle and multi direction change), no sandals or general going out shoes. Wear comfortable sports apparel for lessons (remove jewellery such as necklace, earrings, ring and trim your nails) and bring along a set of dry clothes to change out after the class. Bring along water bottle for hydration purposes.

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

### Course Instructors

Instructor	Office Location	Phone	Email

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Course Introduction & Basic Rules of Game Stick Handling & Ball Control Introduction to Stationary passing Moving into open spaces to support	LO1, LO2	Supplementary Reading: Floorball Youth Start Up Kit
2	Ball Control & Protection Stationary Passing Practices Situational awareness when moving	LO1, LO2	Supplementary Reading: Individual Technique & Tactics
3	Dribbling & Lifting Individual Defence Playing within the Rules Maximizing playing area Channeling away from danger areas	LO1, LO2, LO3	Floorball – Rules of the Game (Chap 1,2,3,4)  Obstacle Course intro
4	Stationary Shooting Shooting on the Move Passing & Managing High passes Creating spaces for shots Movement into open space Closing down of shots (narrowing angles)	LO1, LO2, LO3	Floorball – Rules of the Game (Chap 5)
5	Advance Shooting Techniques Taking Penalty Shots Movement into goal scoring spaces	LO1, LO2, LO3	Floorball – Rules of the Game (Chap 5)  Supplementary Reading: Special

	Pressuring distance in defence		Situations & Goalkeep
6	Combining techniques Layoffs Attack Concepts Introduction to Play-ups	LO1, LO2, LO3	Floorball – Rules of the Game (Chap 8,9)  Youtube Review Video: Referee Signals
7	Mid Season Friendly Competition Individual Techniques & Concepts Review	LO1, LO2, LO3	Student Referee
8	Footwork and Body Positions in Attack Tackling and Body position in Defence Maximizing Advantageous Attack Situation (2v1, 3v2) Planned Play-ups	LO1, LO2, LO3	Floorball – Rules of the Game (Chap 6)  Youtube Review Video on WFC
9	Defence Concepts Introduction to Basic Defence Systems	LO1, LO2, LO3	Floorball – Rules of the Game (Chap 7)
10	Overload Situation & Approach Marking an Opponent, Blocking shots Practical Assessment (Stations Assessment on Individual Techniques)	LO1, LO2, LO3	
11	Practical Assessment (Stations Assessment on Individual Techniques) Friendly matches (5v5)	LO2	
12	Practical Assessment (Game Assessment on Techniques and Concepts) Friendly matches (5v5)	LO3	
13	Theory assessment	LO1	

## Appendix 1:

### Practical Assessment

Assessment Skills stations	0	1	2	3	4
Ball Control	Without speed and control (ball spills 4-5 times)	With speed and ball spills 4-5 times	Without speed and ball spills (2-3 times)	With speed and control (ball spills 2-3 times)	With speed and control (ball spills 0-1 time)
Pair Passing - Passing (variety)	Zero or Only 1-2 passes With Accuracy	Only 3-4 passes With Accuracy	5-6 passes With Accuracy & With Speed	7-8 passes With Accuracy & With Speed	9-10 passes With Accuracy & With Speed
Pair Passing - Receiving	Unable to control the ball	Brings the ball under control within 3-4 touches	Brings the ball under control within 1-2 touches (4-5times)	Brings the ball under control within 1-2 touches (6-8times)	Brings the ball under control within 1-2 touches (9-10time s)
Static Shooting (4 shots)	Incorrect Technique	Without Accuracy (0-1 goal) and Correct Technique	With Accuracy and Power consistently (2 goals)	With Accuracy and Power consistently (3 goals)	With Accuracy and Power consistently (4 goals)
Shooting on the move	Incorrect Technique	Without Accuracy (0-1 goal) and Correct Technique	With Accuracy and Power consistently (2 goals)	With Accuracy and Power consistently (3 goals)	With Accuracy and Power consistently (4 goals)



<b>Game Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b><u>Attacking Concepts</u></b> - Movement into open space - Pass and Support - Maximize playing spaces - Movement into goal scoring spaces - Maximizing advantageous situation	Demonstrates understanding of 0 concept	Demonstrates understanding of 1 concept	Demonstrates understanding of 2-3 concepts	Demonstrates understanding of 4-5 concepts & utilizes 1 to strongly benefit team's attack	Demonstrates understanding of 4-5 concepts & utilizes 2 to strongly benefit team's attack	Demonstrates understanding of 4-5 concepts & utilizes 3 or more to strongly benefit team's attack
<b><u>Defending Concepts</u></b> - Pressuring Distance - Channeling away - Defending and Marking - Closing down of shots - Exploit	Demonstrates understanding of 0 concept	Demonstrates understanding of 1 concept	Demonstrates understanding of 2-3 concepts	Demonstrates understanding of 4-5 concepts & utilizes 1 to strongly benefit team's defence	Demonstrates understanding of 4-5 concepts & utilizes 2 to strongly benefit team's defence	Demonstrates understanding of 4-5 concepts & utilizes 3 or more to strongly benefit team's defence

Overload Situations						
Application of Techniques	Unable to control, protect and move the ball during Game & Weak Shooting and Passing Techniques	Able to control, protect and move the ball during Game & Demonstrates Good Shooting or Passing Technique sometimes (i.e. on and off) during Game	Able to control, protect and move the ball during Game & Demonstrates Good Shooting or Passing Technique most of the time during Game	Able to control, protect and move the ball effectively during Game & Demonstrates Good Shooting or Passing Technique most of the time during Game	Able to control, protect and move the ball effectively during Game & Demonstrates Good Shooting or Passing Technique all the time during Game	
Decision Making	Slow or Wrong decision making observerably more than 5 times during Game	Slow or Wrong decision making observerably 4-5 times during Game	Slow or Wrong decision making observerably 2-3 times during Game	Slow or Wrong decision making observerably less than 2 times during Game		
Tactical Awareness and Flair	Unaware of where team-mates are and unable to direct ball in intended directions to facilitate game play & no communications on court	Unaware of where team-mates are and unable to direct ball in intended directions to facilitate game play but able to communicate on court	Aware of where team-mates are but unable to direct ball in intended directions to facilitate game play. Able to communicate on court	Ability to bring team-mates into the game and direct game play through clear communications		



## Appendix 2:

### Class Participation

	10 - 8	7 - 5	4 - 2	< 1
Professional qualities: Demonstration of positive values and professional traits (max 10)	Demonstrate consistent clear positive values throughout the course; e.g. respect self and others, punctual and takes responsibility effectively.	Demonstrate occasional clear positive values throughout the course; e.g. respect self and others, punctual and takes responsibility effectively.	Demonstrate very little positive values throughout the course; e.g. respect self and others, punctual and takes responsibility effectively.	Demonstrate none of the positive values throughout the course; e.g. respect self and others, punctual and takes responsibility effectively.