



## Designing rugby training programmes

<b>Activity title:</b>	Designing Fitness Programmes
<b>Curriculum area:</b>	PE / BTEC Sport
<b>NC objectives:</b>	Unit 14
<b>Main learning objective</b>	Pupils understand the principles behind designing training programmes for different clients

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 15 minutes	<ul style="list-style-type: none"> <li>• Give the students resources 1.2a and 1.2b. The timeline indicates how forward thinking the club were in hiring coaches. How does this compare to modern staffing structures in professional rugby? The view on conditioning in the 1998 programme gives an insight into conditioning. Are there differences today?</li> <li>• Pupils recap the principles of training (SPORT, FITT) and begin to think how these should be applied to different athletes.</li> <li>• Discuss the different type of players that are currently playing at Gloucester (different positions), and discuss what their individual training needs would involve. How would these needs differ from those of an untrained athlete, or an individual who is recovering?</li> </ul>

Continued



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<p><b>MAIN ACTIVITY</b> 30 minutes</p>	<ul style="list-style-type: none"> <li>• For this task, and to achieve P5 on the BTEC National diploma, pupils must design a 6 week training programme for 2 players, playing in contrasting positions.</li> <li>• As well as this, pupils must research which players are currently injured and what their injury is, and design a rehabilitation training programme for them.</li> <li>• Being a top European rugby club, GRFC have unlimited gym facilities, offering a wide range of activities to athletes. The programmes should be set out on the template provided (1.2c), and should offer as much detail as possible.</li> </ul>
<p><b>PLENARY</b> 5 minutes</p>	<ul style="list-style-type: none"> <li>• Pupils should not have finished all 3 programmes in one lesson, but should aim to do so over a period of 3 sessions.</li> <li>• Class discussions to recap the principles of training, and ensure these are being included in all programmes.</li> <li>• Pupils explain which activities they have chosen for their specific players, and can justify their choices.</li> </ul>

### Suggested extension activities or cross curricular links:

- Once a training programme has been completed, pupils should design an eating/dietary plan for the 3 contrasting players, to ensure they reap the maximum benefits from their training.
- Pupils input their training programmes and dietary plans in to an information booklet that could be handed out to similar individuals.