



## Planning and Performing Warm-ups and Cool-downs

<b>Activity title:</b>	Warm-ups and Cool Downs
<b>Curriculum area:</b>	PE / BTEC Sport
<b>NC objectives:</b>	Unit 14
<b>Main learning objective</b>	Pupils plan and carry out a rugby specific warm-up and cool down, targeting elite level players.

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 15 minutes	<ul style="list-style-type: none"> <li>Teacher led discussion on the importance of warming up and cooling down as part of a fitness session. Use PowerPoint 1.5a to highlight the importance of preparing the body for exercise, by increasing muscle temperature (making them more flexible), raising the heart and breathing rate.</li> <li>By cooling down the body returns to its resting state, the breathing rate is lowered along with the elevated heart rate, and waste products are washed out of the muscles (lactic acid)</li> <li>Discuss what type of warm-ups pupils have undertaken, and comment how effective they feel they have been.</li> </ul>
MAIN ACTIVITY 30 minutes	<ul style="list-style-type: none"> <li>Pupils design a rugby specific warm-up that could be used on the Gloucester rugby team. The warm-up must contain the 3 main components.                             <ol style="list-style-type: none"> <li>Pulse raiser - raise the heart rate</li> <li>Mobiliser - activities to mobilise all joints of the body</li> <li>Stretch - An ACTIVE stretch (Dynamic flex activities such as heel flicks, knee raises and lunges).</li> </ol> <ul style="list-style-type: none"> <li>Students must look at pictures 1.5b in order to investigate the movements and parts of the body used in rugby. The parts of the body and movements of the limbs they identify must be included in the warm up.</li> </ul> </li> <li>Pupils then design a cool down activity that players could undertake post activity, to return the body to its resting state.</li> </ul>
PLENARY 5 minutes	<ul style="list-style-type: none"> <li>Recap on the importance and function of a warm-up and cool down.</li> <li>Now that pupils understand what constitutes an affective warm-up, how do they rate their previous experiences now?</li> <li>How will pupils adapt their training and practice in the future to make their warm-ups and cool downs more effective?</li> </ul>

# Learning Zone



## Suggested extension activities or cross curricular links:

**Leadership** - For those pupils who have finished and are confident, they should be given an opportunity to carry out the warm-up with a small group of peers, or a younger age group. This can be videoed to offer visual feedback on the pupils' leadership skills, and improve their confidence in a coaching environment.

**Science** - Pupils investigate the short and long term effects of exercise on the cardiovascular, respiratory and muscular system.

