



The Sports Development Continuum

Activity title:	The sports development continuum
Curriculum area:	PE / BTEC Sport
NC objectives:	Unit 5
Main learning objective	Pupils apply the sports development continuum to rugby in Gloucestershire, identifying rugby specific examples for each level.

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 15 minutes	<ul style="list-style-type: none"> • What is the sports development continuum? Why is it an important factor when considering how an individual progresses within a sport? How has rugby developed to fit within the continuum? • Distribute resource 1.6e. The resource outlines what the sports development continuum is, along with a definition for each stage.
MAIN ACTIVITY 30 minutes	<ul style="list-style-type: none"> • Distribute resource 1.6a and 1.6b. Lead the students to discuss what they think about how the fixtures differ between 1912 and 2000. What evidence is there of the continuum in action? - tease out the fact that in 2000 there are 1st team fixtures in Europe, an Anglo-Welsh league as well as the fact that the first team has professional fixtures. There are also fixtures for a United team, a development squad and a Colts squad. In the 1912 fixture list there are only local fixtures for two teams and no league structure. Does the continuum apply to previous years when rugby was amateur? • Hand out resource 1.6c and resource 1.6d. They are both extracts from the Gloucester Rugby Club web site. Where do they fit into the Continuum and why? • For the main task, pupils will attempt to apply and describe the continuum to local rugby within the county of Gloucestershire. Gloucester RFC will fall in to the 'performance' level, but pupils must decide on what and who (specific examples) will make up the other 3 levels. • The information should be presented in Report format, and include diagrams. • Information can be found at www.Gloucesterrugbyclub.co.uk and compared to the heritage information found at www.gloucesterrugbyheritage.org.uk • Using www.gloucesterrugbyheritage.org.uk what evidence is there of foundation, performance, participation and excellence stages at the club? Where do historic players who played for the Counties or Country fit in? • Pupils should explain the strengths and weaknesses of each stage. This should be (Cont'd)

Learning Zone



	based on their personal opinion, but should be heavily influenced by the information that has been delivered to them.
PLENARY 5 minutes	<ul style="list-style-type: none">• Whole class discussion. Explain to pupils that by understanding this model, they are able to identify the natural progressions to reaching the top level in any sport.• How does this model compare to the early days of Rugby football in England? Players turning out for their local teams? No academies?

Suggested extension activities or cross curricular links:

Once pupils have completed their report on Rugby, they should do the same for two other sports of their choice. Again this should focus on the county of Gloucestershire, and draw upon sport specific examples.

