EdRugby Online Educational Resource

LESSON: Fit for Rugby – Fitness components

THEME: Game plan

LEVEL Upper primary
Lower secondary

DESCRIPTION:

Students explore the components of physical fitness. They investigate aspects including, agility, speed, strength, cardio-vascular fitness and training methods.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

English

- With teacher guidance, identifies and discusses how linguistic structures and features work to shape readers' and viewers' understanding of texts.
- Identifies and discusses some of the relationships between ideas, information and events in visual texts designed for general viewing.

HPE

- Describes physical activities people choose for recreation and identifies some reasons for their choice.
- Gives personal views of fitness and participates in activities to stay fit.

SUGGESTED TIME:

2 X 50 minutes

WHAT YOU NEED:

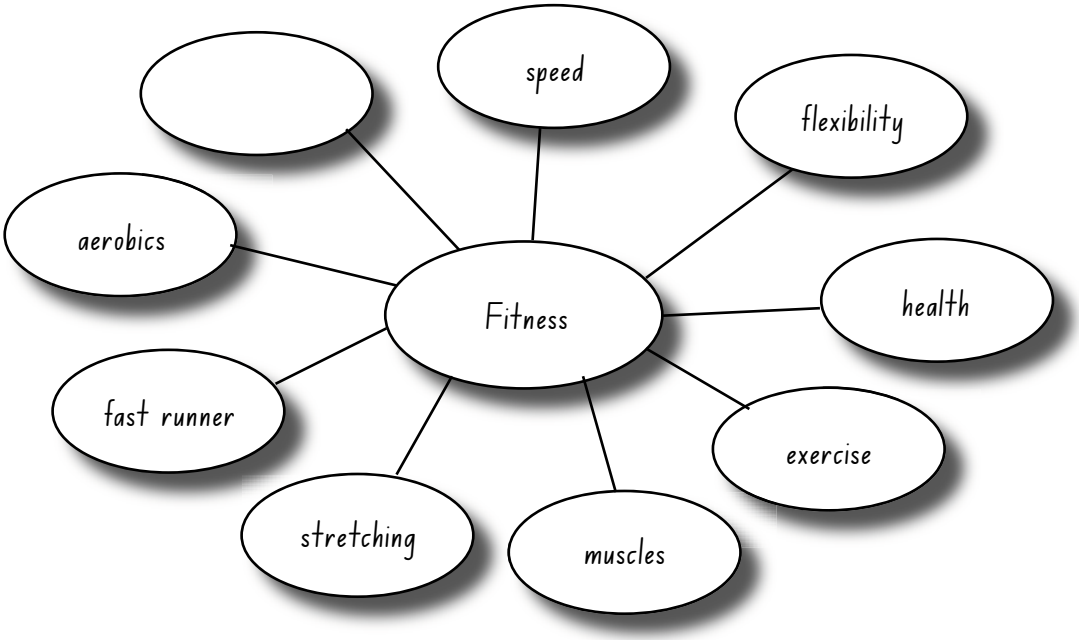
- class copies of student handouts (at the end of this lesson plan)
- highlighters or coloured pencils
- video of a Rugby game
- Rugby poster or magazine

GAME PLAN

australian RUGBY

PART 1 FITNESS COMPONENTS

a. Ask students to think of words which describe fitness. Work with the whole class to brainstorm and collect a list of words.



Work towards a definition of fitness, discussing definitions such as 'in good health', 'in good physical condition' and 'having enough energy to perform daily tasks without becoming tired'. Use a dictionary or the Internet to further explore a definition for fitness.

b. Explain to the class that there are many aspects and areas of fitness. Measuring a person's fitness often means measuring certain characteristics. These are often referred to as the components of fitness and include:

- speed
- flexibility
- agility
- muscular strength
- muscular power
- muscular endurance
- cardio-vascular endurance

c. Distribute student handouts – Fitness components. Read the name and description for each fitness component and discuss with the class.
Ask students to draw a simple diagram or picture to represent the requirements and features of each fitness component. For example, 'speed' could be represented by a rugby player running. Discuss the physical abilities of the students and how they may correlate with the descriptions on the cards.

d. You may wish to incorporate a dictionary task, asking students to research any unfamiliar words and terms including:

Aerobic

Stamina

Muscle

Ligament

Component

Fitness

Endurance

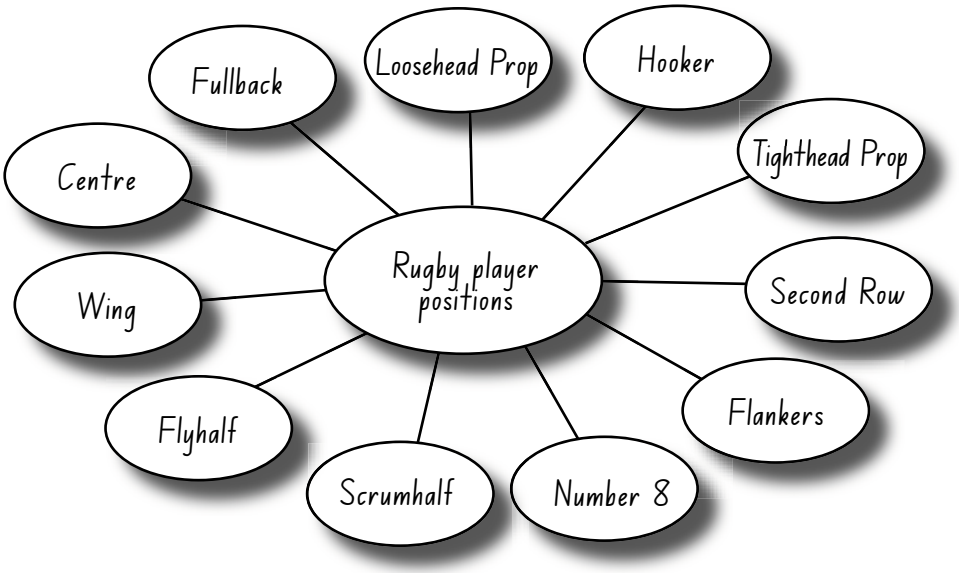
Flexible

Agility

PART 2 RUGBY POSITIONS

a. Discuss the fitness components and how each relates to everyday activities such as walking across a room, walking for an hour, running for a bus, running for 30 minutes, lifting a heavy suitcase, touching your toes and chasing another person. Make a connection between each fitness component and activities and movement required to play a range of sports including Rugby, tennis and swimming.

b. Brainstorm various player positions on a Rugby field. Explore a Rugby poster or magazine to assist. Compile a list on the whiteboard, as outlined below:



c. Explain that the positions on a Rugby field often have different requirements. Distribute student handouts – Player positions 1 and 2. Relate the fitness components to each player position.

d. Distribute student handout – The Wallabies. Ask students to analyse the photograph and the player statistics and discuss similarities and differences between the physical appearance and build of the players. Students should be able to see a difference in physical size, including height and weight.

e. Watch the video of a Rugby match, observing the actions of each player. Work with the class to identify the various player positions. Ask the class some questions related to the fitness requirements of playing Rugby. Some suggested questions may include:

- Are some players bigger than others?
- Do you think their muscular strength is greater?
- Which players are the most agile?
- Which positions have the players with the greatest muscular strength?
- Which player can run the fastest?
- What fitness is required for players in the front row?
- What fitness is required for players in the back row?
- Are there any rugby body types better suited to particular positions?

f. Form small groups, with one set of cards for each group. Work with the students to explain, select and play the following games:

- Snap or Memories - match fitness components with their description.
- Secret interviews - one player chooses a fitness component card and the class interviews with yes/no questions to identify which fitness component it is within ten questions.

PART 3 FITNESS TESTING

a. Develop a rationale for performing fitness tests, with a simple, specific response being 'to find out which fitness components I need to improve for playing Walla Rugby'. An important aspect of fitness testing is to avoid comparing students with each other. A preferred approach is to use the tests to indicate where improvement could occur in relation to a sporting activity, where potential lies for the individual student and /or as a benchmark for each student and their stage of development. You may choose to further investigate fitness testing over the course of a term or year.

b. As a simple starting point, design a simple activity to test and record muscular power with your class. Muscular power is the ability to generate explosive muscular strength for a short time, such as when jumping or throwing in a Rugby Union lineout.

Example of a test for leg muscle power: Ask each student to stand on level ground, bend their knees and jump as far forward as they can. Use a tape measure to measure the distance from the starting point to the landing point (with both feet on the ground). Record the individual and class results in a summary table and calculate the average from three jumps per student.

c. Design similar tests for other fitness components such as flexibility (eg reaching distance, touching toes whilst seated), agility (eg running along a set course whilst dodging markers and keeping balance), muscular endurance (eg measure the number of push ups or sit ups), aerobic endurance (eg measure the number of playing field circuits run in 12 minutes), speed (running a 50 metre sprint).

d. Discuss aspects of fitness testing. Some suggested questions include:
   - Which Rugby position would you expect to get the quickest time in a 50 metre sprint test?
   - Which Rugby position would you expect to get the greatest muscular strength result?
   - Which Rugby position would you expect to get the greatest agility result?
   - Why might fitness test results be inaccurate? What variables exist?
   - What emphasis should be placed on results at a primary school-age level?
   - What emphasis should be placed on results within a secondary school-age team?
   - What emphasis should be placed on results within a state Rugby team?
   - What emphasis should be placed on results within the Wallabies team?

PART 4 REFLECTION

Reflect on the components of fitness and how each is important. Discuss how players with abilities in different areas of fitness come together when they form a team. Discuss why a Rugby coach might use fitness tests in a training program. Discuss the results of the class fitness tests and indicate any areas needing improvements. Explore the links between the fitness components, fitness tests and how training sessions are developed to match specific requirements.

PART 5 EXTENSION

- Distribute the literacy activity at the end of this lesson.
- Access www.achper.org.au/afea.htm and explore The Australian Fitness Education Award (AFEA). This program features easy to use tests, a motivational system of awards and supporting curriculum ideas. It reflects a health-related philosophy and encourages students to set personal goals by aspiring to criterion-based standards of achievement.
- Explore the PE EdRugby lessons for a range of physical activities related to Rugby.
- Explore a range of training methods including long slow distance training, interval training, weights and sprints.
- Find out more about measuring your fitness. How can you test the components of fitness?
- Find out about sports which focus on one of the fitness components, such as long distance running or weight lifting.
- Ask students to select a topic for additional library or Internet research.
- Investigate ways to enhance performance including training, holistic approaches and mental preparation.
- Find out more about healthy lifestyles and what is associated with having one.
- Find out more about internal and external motivation, relaxation, imagery and feedback.

Explore www.rugby.com.au/edrugby (select 'ONLINE RESOURCE') for a student interactive activity related to this lesson.

STUDENT HANDOUT THE WALLABIES

Wallabies from the Rugby World Cup 2003 Squad.

Matthew Burke
DOB: 26/3/1973
Height: 184cm
Weight: 100kg
Nickname: Valvoline
Position: Fullback

Brendan Cannon
DOB: 5/4/1973
Height: 188cm
Weight: 108kg
Nickname: Maximus, Cannos
Position: Hooker

Ben Darwin
DOB: 17/10/1976
Height: 186cm
Weight: 115kg
Nickname: Door
Position: Tighthead Prop

Elton Flatley
DOB: 7/5/1977
Height: 178cm
Weight: 87kg
Nickname: Flats
Position: Flyhalf

David Giffin
DOB: 6/11/1973
Height: 198cm
Weight: 110kg
Nickname: Giff
Position: Lock

George Gregan
DOB: 19/4/1973
Height: 173cm
Weight: 79kg
Nickname: Guv
Position: Scrumhalf

Nathan Grey
DOB: 31/3/1975
Height: 183cm
Weight: 100kg
Nickname: Crazy
Position: Inside Centre

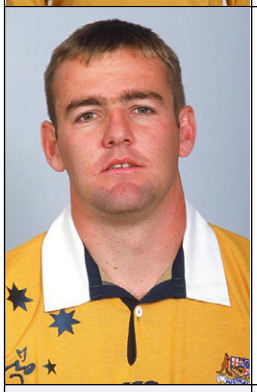
Daniel Heenan
DOB: 17/11/1981
Height: 196cm
Weight: 115kg
Position: Lock

GAME PLAN

STUDENT HANDOUT THE WALLABIES

Steve Kefu
DOB: 16/12/1979
Height: 187cm
Weight: 98kg
Position: Centre

Toutai Kefu
DOB: 8/4/1974
Height: 191cm
Weight: 106kg
Nickname: Kef
Position: No. 8



Chris Latham
DOB: 8/9/1975
Height: 192cm
Weight: 100kg
Nickname: Latho
Position: Fullback

David Lyons
DOB: 16/6/1980
Height: 192cm
Weight: 116kg
Nickname: Mini Melon
Position: Blindside Flanker

Stirling Mortlock
DOB: 20/5/1977
Height: 191cm
Weight: 100kg
Nickname: Beavis
Position: Wing

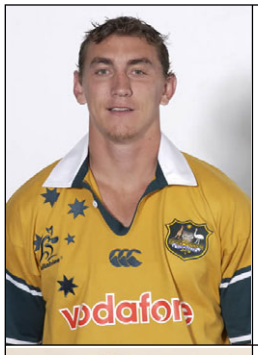
Patricio Noriega
DOB: 22/10/1971
Height: 183cm
Weight: 120kg
Nickname: Pato
Position: Prop

Jeremy Paul
DOB: 14/3/1977
Height: 184cm
Weight: 104kg
Nickname: JP
Position: Hooker

Joe Roff
DOB: 20/8/1975
Height: 191cm
Weight: 101kg
Nickname: Roffy
Position: Wing

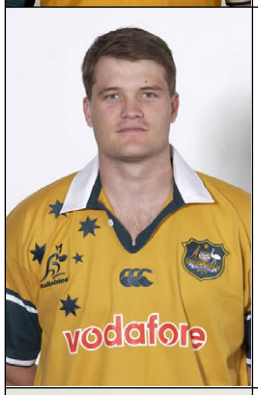
GAME PLAN

STUDENT HANDOUT THE WALLABIES



Mat Rogers
DOB: 1/2/1976
Height:182cm
Weight: 87kg
Nickname: Rogger
Position: Fullback

Nathan Sharpe
DOB: 26/2/1978
Height: 200cm
Weight: 115kg
Position: Lock



Ben Tune
DOB: 28/12/1976
Height: 185cm
Weight: 93kg
Nickname: Flute, Looney
Positon: Wing

Morgan Turinui
DOB: 5/1/1982
Height: 181cm
Weight: 100kg
Position: Centre

Wendell Sailor
DOB: 16/7/1974
Height: 191cm
Weight: 106kg
Nickname: Del
Position: Wing

George Smith
DOB: 17/7/1980
Height: 180cm
Weight: 98kg
Nickname: Jackal
Position: Openside Flanker

Lote Tuqiri
DOB: 23/9/1979
Height: 191cm
Weight: 103kg
Position: Wing

Daniel Vickerman
DOB: 4/6/1979
Height: 204cm
Weight: 115kg
Position: Lock

GAME PLAN

STUDENT HANDOUT THE WALLABIES

Phil Waugh
DOB: 22/9/1979
Height: 175cm
Weight: 100kg
Nickname: Devon
Position: Openside Flanker

Chris Whitaker
DOB: 19/10/1974
Height: 179cm
Weight: 82kg
Nickname: Whits
Position: Scrumhalf

Bill Young
DOB: 4/3/1975
Height: 188cm
Weight: 110kg
Nickname: Youngie
Position: Loosehead Prop

Owen Finegan
DOB: 22/4/1972
Height: 197cm
Weight: 119kg
Nickame: Melon
Position: Lock

GAME PLAN

STUDENT HANDOUT FITNESS COMPONENTS

Speed
The ability to move quickly. Important for running away from players from another team.

Agility
The ability to control your body as you change directions quickly whilst moving. Important for evading players from another team.

Muscular strength
The ability to use muscles to produce a force. Muscular power is when strength is generated over a short period of time. Important for pushing in scrums and jumping in lineouts.

Muscular endurance
The ability of muscles to perform the same action over a period of time. Important for a team's forward pack in the rolling maul.

Flexibility
The ability to move and stretch muscles and ligaments. Important for all types of movement including running, kicking and bending.

Cardio-vascular endurance
The ability to supply oxygen to muscles over a long period of time. Important for lasting a full game of Rugby, walking and swimming. Also called stamina.

GAME PLAN

STUDENT HANDOUT POSITIONS 1

1. loosehead prop
is usually one of the most solidly built players. They support the hooker in the scrum and are positioned closest to where the scrum half feeds the ball into the scrum ie. to the left of the hooker. They also assist the jumper in the line-out. They play an important role in the rucks and mauls.

2. hooker
is of similar build and strength to the props but must 'hook' the ball back using the foot when it is fed into the scrum. They also throw the ball into the line-out. They are an important role in the rucks and mauls.

3. tighthead prop
is usually one of the most solidly built players. They support the hooker in the scrum and are positioned to the right of the hooker in the front row of the scrum. They also assist the jumper in the line-out. They play an important role in the rucks and mauls.

4. lock (second row)
is often the tallest players in the team. One of their roles is to win the ball from the line-out. They are often 'lifted' by the props to catch a ball if it is thrown high in the air. These players also provide strength and drive to the scrum as well as playing an important role in loose play. This is because of their combination of height, strength and athleticism.

5. lock (second row)
is often the tallest players in the team. One of their roles is to win the ball from the line-out. They are often 'lifted' by the props to catch a ball if it is thrown high in the air. These players also provide strength and drive to the scrum as well as playing an important role in loose play. This is because of their combination of height, strength and athleticism.

6. flanker (blindside)
binds onto the scrum on the side closest to the touchline (blindside). Their role is to support the scrum, win the ball in open play and support the jumpers in the line-out. They are often the player to make the covering or first up tackle.

GAME PLAN

STUDENT HANDOUT POSITIONS 2

7. flanker (openside)

binds onto the scrum furthermost from the touchline.
They require great speed and are usually the ball winner who tries to disrupt the opposition's backs.

8. number 8

binds into the scrum between the two locks and directs the ball accurately as it moves back through the scrum. They are also a ball winner at the tail of the line-out and a ball carrier in loose play.

9. scrum half

is usually one of the smallest players with excellent ball handling skills.The scrum-half links the forwards and the backs by passing the ball from the forwards to the backs. They also feed the ball into a scrum.

10. fly half

needs to be a skilled kicker of the ball.As the ball is passed from the scrum half to the fly half, they must decide whether to kick the ball, run with it or pass it to the backs.
A fly half needs a creative mind as well as athletic skills.

11. left wing

is a 'speed machine'! Their role is to get the ball and run flat out to the try line.
A wing was traditionally a light framed person. Wings are now looking a lot bigger than in previous years but are just as fast!

12. inside centre

is traditionally a strongly built player. The inside centre tries to create holes in the opposition's defence to make way for their faster players as well as prevent the opposition's centres from doing the same to their own defence.

GAME PLAN

STUDENT HANDOUT POSITIONS 3

13. outside centre
has a similar role to the inside centre. They also run through the gaps created by the inside centre, or pass balls off to the wings or full-back

14. right wing
is a 'speed machine'! Their role is to get the ball and run flat out to the try line.
A wing was traditionally a light framed person. Wings are now looking a lot bigger but are just as fast!

15. full-back
is the last line of defence. This player often has to catch the high ball kicked in by the opposition and decide whether to kick the ball, run with it or pass it to the backs. They also contribute to their teams attacking plays.

STUDENT HANDOUT WORD PUZZLE

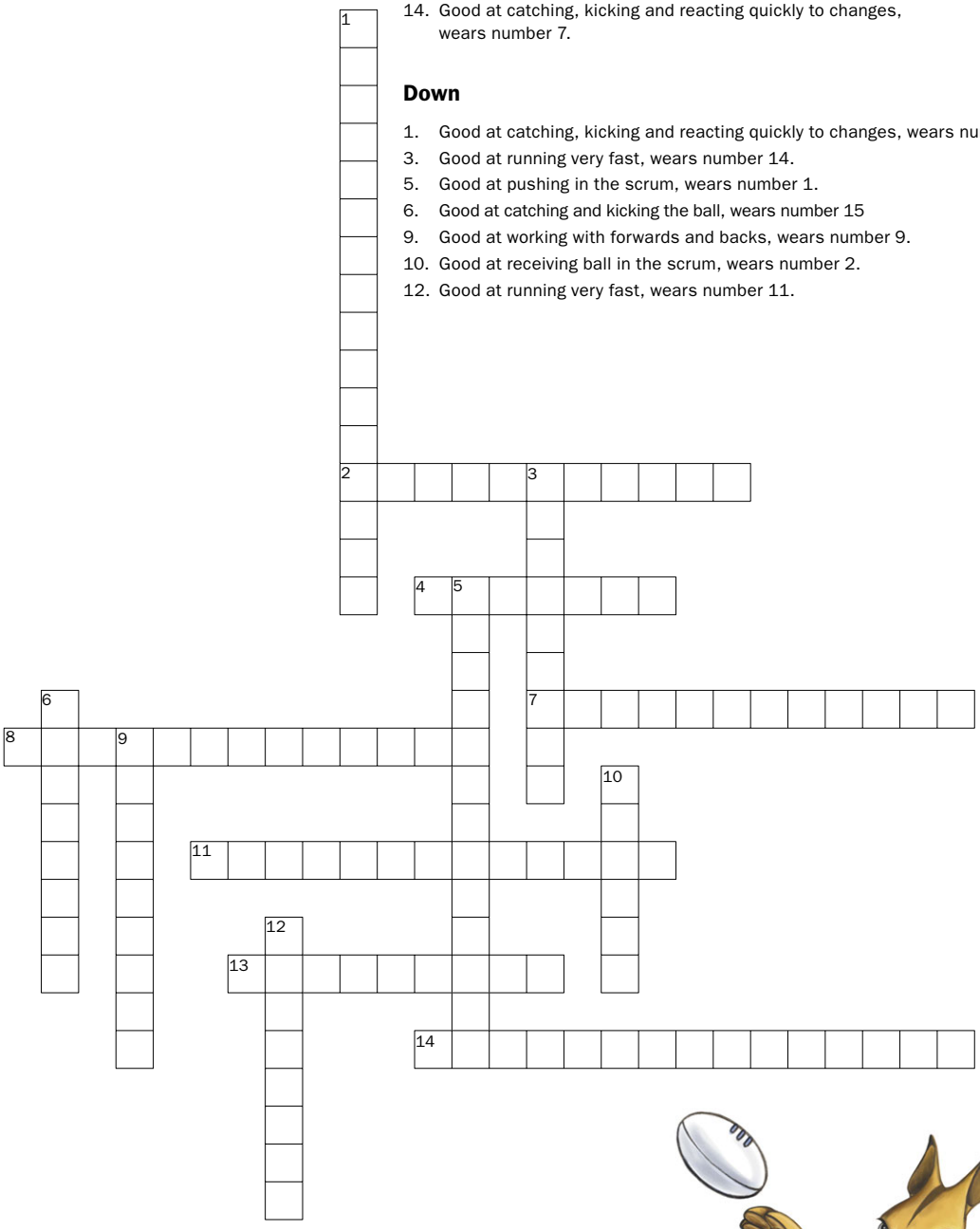
Rugby Positions

Across

2. Good at catching, pushing in the scrum and reacting quickly to changes, wears number 8.
4. Good at running fast, passing and dodging, wears number 10.
7. Good at evading opponents, wears number 12.
8. Good at evading opponents, wears number 13.
11. Good at pushing in the scrum, wears number 3.
13. Good at jumping for ball in line-out, wears number 4.
14. Good at catching, kicking and reacting quickly to changes, wears number 7.

Down

1. Good at catching, kicking and reacting quickly to changes, wears number 6.
3. Good at running very fast, wears number 14.
5. Good at pushing in the scrum, wears number 1.
6. Good at catching and kicking the ball, wears number 15
9. Good at working with forwards and backs, wears number 9.
10. Good at receiving ball in the scrum, wears number 2.
12. Good at running very fast, wears number 11.



STUDENT HANDOUT WORD PUZZLE

Fitness

Search the puzzle below and circle the listed words.

G	V	S	J	A	Y	J	S	S	E	N	T	I	F	B
N	O	F	G	X	E	L	Y	Q	B	E	V	Q	S	A
I	C	C	L	Z	L	R	O	T	V	A	T	T	S	C
S	A	U	I	G	E	F	O	A	I	K	J	C	W	K
S	V	J	G	M	N	N	D	B	E	L	R	R	A	S
A	D	F	A	W	U	I	D	F	I	U	I	R	M	S
P	M	P	M	J	N	S	L	U	M	C	J	G	G	D
X	K	H	E	G	P	E	C	K	R	X	P	N	A	R
S	W	O	N	U	X	Z	G	L	C	A	Q	B	A	A
T	C	X	T	I	P	N	U	C	E	A	N	K	X	W
A	L	I	B	I	I	Q	C	B	C	L	T	C	P	R
M	M	L	G	N	I	T	C	A	E	R	R	P	E	O
I	E	Q	N	S	C	O	M	P	O	N	E	N	T	F
N	T	U	A	P	C	A	T	C	H	I	N	G	N	P
A	R	P	U	S	H	I	N	G	L	L	A	B	C	Z

Word list

AEROBIC
AGILITY
BACKS
BALL
CATCHING
COMPONENT
ENDURANCE
EVADING
FITNESS
FLEXIBLE
FORWARDS
LIGAMENT
MUSCLE
PASSING
PUSHING
REACTING
RUNNING
SCRUM
STAMINA
TACKLING