

A legend.
A legacy.
A lifetime of inspiration.

Reflective writing

Key Information

Subject area: English

Time required: This resource is planned to be taught as one 50 minute lesson. Depending on the pace at which pupils write, a second lesson or homework could be utilised to complete, edit and improve pupils work.

Activity: Reflective writing

Eric Liddell values: Compassion

Key skills:

- Communication
- Reflection
- Development of ideas

Learning intentions:

- To understand the meaning of compassion.
- To reflect on when we have experienced or demonstrated compassion in our own lives.
- To develop a piece of reflective writing which focuses on a moment of compassion.

Success criteria:

- I can describe a moment of compassion in my own life.
- I can begin to develop a piece of writing, which uses reflective writing techniques.

Experiences and outcomes:

- *(LIT 3-20a / LIT 4-20a)* I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.
- *(ENG 4-30a)* I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.

Supporting Materials:

- [Presentation](#)



Uncle Eric Fact

In the days when Eric Liddell was competing, tracksuits were unknown. Competitors would change into their running gear and simply put on their university blazers or jumpers and perhaps a scarf. When a competitor at Intersports was sitting on the ground in shorts and vest on a very cold day, Eric came over to put his University Blue blazer around the young man's shoulders. A simple and non grand gesture, but one that didn't go unnoticed by the young man who was given the blazer.

Reflective writing

Lesson Format

In this lesson pupils will be asked to reflect on a time they have shown or received compassion. Pupils will then be asked to use reflective writing techniques to develop a piece of writing which focuses on compassion.

If the class hasn't seen the '[Eric Liddell 100 introductory video](#)' please show this now.

Starter Task

Read aloud or ask pupils to read the 'Uncle Eric Fact'. Ask pupils what they think the word 'compassion' means. Provide pupils with the Eric Liddell 100 definition and associated values of compassion and see if it matches students' understanding.

Task 1

Think, pair, share task. Ask students to consider a time when they have shown compassion and a time they have received compassion. Get pupils to share their experiences, thoughts and feelings with a partner and then with the rest of the class. Ask pupils to consider the following:

- How did it make you feel when you showed compassion to someone else?
- What impact do you think it had on the person you showed compassion to?
- How did it make you feel when someone showed compassion to you?
- What impact did it have on you?

Task 2

Reflective writing task. Pupils will create a piece of reflective writing about a moment of compassion.

Introduce the key features of reflective writing, including the 'ripple effect' structure. Share with pupils the example piece which links to the Uncle Eric Fact and discuss where pupils see reflection. Ask pupils to discuss with the person next to them how they could improve this piece.

Students should now have a go at creating their own piece of reflective writing about a moment of compassion they have experienced.

Plenary

Peer marking. Ask students to swap work with a peer to provide feedback using the following success criteria:

Has your partner:

- Clearly focused on the key topic of compassion?
- Reflected on the experience and what they learned?
- Structured their piece clearly?

Pupils should be encouraged to provide their peers with ways in which they feel they could improve their piece of reflective writing.