

A legend.  
A legacy.  
A lifetime of inspiration.

## The 400 metres Timed Race

### Key Information

Subject area: Physical Education

Time required: This resource is planned to be taught as one 50 minute lesson.

Activity: Athletics

Eric Liddell values: Passion

Curriculum links: Mathematics

Key skills:

- Speed endurance
- Communication
- Determination

Learning intentions:

- To complete a 400 metres race in as quick a time as possible by taking on peer feedback.

Success criteria:

- I can utilise constructive feedback in order to enhance my performance.
- I understand the positive link between effort, perseverance and personal achievement.

Experiences and outcomes:

- (HWB 3-24a) I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.
- (HWB 3-22a) I am developing and sustaining my levels of fitness.
- (MNU 3-07a) I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real life situations.

Equipment:

- Something to record time on such as a stopwatch (1 needed for each 2 pupils)
- Peer feedback sheets (1 for each pupil)
- Pens (1 needed for each 2 pupils)

Supporting materials:

- [Introductory Eric Liddell video](#)
- [Eric Liddell's 400 metres Olympic winning moment](#)
- [Peer feedback sheet](#)



### Uncle Eric Fact

Eric Liddell was one of the favourites for winning the 100 metres event at the 1924 Olympics. A few months before he was due to compete, the Olympic schedule was released and he learned that the heats were to be run on a Sunday. Eric was a devout Christian so withdrew from the 100 metres event as he was not prepared to run on a Sunday. He began training straight away for the 400 metres. He entered the competition as an underdog but went on to win the event and become Olympic Champion. Eric is well known, not only for his speed and commitment, but also for his unorthodox running style; he ran with his head thrown back. Many people have speculated that he would have been able to run even faster with the technical training that top athletes of today have available to them.

# The 400 metres Timed Race

## Lesson Format

In this lesson pupils will strive to improve their performance by taking on and utilising peer feedback. The lesson will encourage young people to do their best and is centred around the Eric Liddell value of *Passion*.

Pupils will complete a 400 metres race as quickly as possible. Pupils will be provided with peer feedback in order to try and improve their time.

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

Start the lesson with a whole-class discussion around Eric Liddell's 400 metres Olympic winning run and the passion for winning which he demonstrated during the race. Show [this video](#) of Eric Liddell's Olympic winning moment. You could use some of the following key questions to prompt your discussion:

- Was the 400 metres run Eric Liddell's favourite event?
- Did he run with perfect technique?
- Is there anything Eric Liddell did during his run that helped him get the winning edge over his competitors?
- Did Eric Liddell look like he wanted to win?
- What does wanting to win look like?
- To compete to the best of our ability what do we need to do?

Working in pairs one pupil will be responsible for timing their partner's race as well as making notes on their performance. This could include observations on:

- their starting position
- their speed in different parts of the race
- their head position throughout the race
- their determination throughout the race
- How high they are lifting their knees
- How much they are using their arms
- Do they land on their heels or more in the middle of their foot

The [peer feedback sheet](#) can also be used to provide feedback. Once the pupil has finished their race their partner should provide them with feedback. Suggest to pupils that they try to give at least one point of positive feedback and one area their partner could improve on. Once feedback has been discussed pupils should swap roles.

Pupils will now carry out a second race, taking on any feedback they have been given in order to try and complete the race in a quicker time. Once both pupils have completed their second races, get them to compare the times of their first and second races.

- Did their time improve?
- By how much?
- Did they do anything different in their second race?
- Did they show the enthusiasm and dedication needed to improve their time?

## Plenary

Ask pupils to compare their times to the time Eric Liddell won his 400 metres Olympic Gold medal in.

- How does their time compare?
- As a percentage how much faster was Eric Liddell?
- How do their and Eric Liddell's times compare to the current World record time for 400 metres?
  - 400 metres time of Eric Liddell's Olympic winning run: 47.6 seconds
  - The current 400 metres men's World record time: 43.03 seconds

## Awards

**Gold award:** Improved time of 8 seconds or more

**Silver award:** Improved time of 3-7 seconds

**Bronze award:** Improved time of 1-2 seconds