

A legend.  
A legacy.  
A lifetime of inspiration.

## Teamwork—Creating a Routine

### Key Information

**Subject area:** Physical Education

**Time required:** This resource is designed to be carried out over several lessons but can be easily modified to cover shorter or longer periods. The resource should be carried out following a period of time in previous lessons spent learning and practising activity specific skills.

**Activity:** Gymnastics, Dance or Synchronised Swimming

**Eric Liddell values:** Passion

**Curriculum Links:**

- Music
- Drama

**Key skills:**

- Teamwork
- Communication

**Learning intentions:**

- To work together with peers in order to create a group gymnastics, dance or synchronised swim routine that portrays a part of Eric Liddell's life.

**Success criteria:**

- I can work with others to create a unique routine.

**Experiences and outcomes:**

- *(HWB 3-21a)* As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.
- *(HWB 3-32a)* I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.

**Equipment:**

- Activity specific equipment
- Music
- Devices used for video collection and review

**Supporting Materials:**

- [Introductory Eric Liddell video](#)



### Uncle Eric Fact

Eric spent many of his years being part of a team, working with others, displaying high levels of passion to achieve great things. In his sporting career he was not only a member of the Scottish and British athletics teams, but also a member of the Scottish rugby team where he gained seven caps. Outside his sporting career he spent most of his life working alongside others as a Christian missionary where he and his peers were striving towards the same goal.

# Teamwork—Creating a Routine

## Lesson Format

The focus of this block of lessons is for pupils to develop the skills needed when working with others as a team. They will do this by sharing and debating ideas in order to create and finalise a gymnastics, dance or synchronised swim routine which is unique to them, and that portrays a part of Eric Liddell's life.

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

It is important to make pupils aware that with this type of task where they are creating something from scratch the passion for and dedication to their work will be reflected in their routine. Pupils will be encouraged to listen and be respectful of each other's ideas as well as being supportive of each other. At the end of the block, groups should perform their routines to their peers to receive feedback on their work.

The class should be split up into several working groups. Groups of 3-6 are suggested but smaller and larger groups will also work.

Depending on the extent of the class's prior knowledge of Eric Liddell and his life, you may want to start the first lesson by completing some class research on Eric Liddell.

Start the first lesson with a discussion on Eric Liddell's life and the task. You could use some of the following questions to prompt your discussions:

- What part of Eric Liddell's story is the most inspiring to you? Why?
- How do you think you could portray this in a routine?

You may want to give pupils full freedom in the creation of their routine, or you may want to set your own criteria. As an example, possible criteria for a gymnastics routine could be that the routine must include:

- A reference to Eric Liddell's life
- A group balance
- Rotation
- Individual balances
- A moment where every group member is utilising a different level
- Flight
- Three forms of travel

Pupils can carry out their routines to a set piece of music or you can allow groups to pick their own music.

Where available, groups should be encouraged to film their routines and utilise video analysis to help fine tune their skills and improve their routines.

In the last lesson groups should present their routines to one another. After each group has completed their routine they should be provided with feedback by the class as a whole. Areas of feedback should include:

- Achievement of the set criteria (if given).
- How well the routine reflected Eric Liddell's life.
- The execution of the moves.
- The co-ordination of the moves and the music.

Finish the block off with a class discussion on how pupils found working in a team. You could use some of the following questions to prompt your discussions:

- How did you find being given so much freedom in your work?
- How did you ensure everyone's point of view was heard?
- Were there disagreements in the planning of the routine?
- If there were, how did you deal with these?
- What did you do as an individual to help your group?
- Was everyone in your group equally passionate about the task?
- How did this passion or lack of it reflect on the task?
- Are you proud of what you and your team have created?