

A legend.
A legacy.
A lifetime of inspiration.

Compassion

Key Information

Subject area: Physical Education

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

Activity: Any practical activity where teams compete against each other such as football, boccia or ultimate frisbee.

Eric Liddell values: Compassion

Key skills:

- Communication
- Critical thinking

Learning intentions:

- To understand the positive effect compassion can have on others.

Success criteria:

- I can modify rules to enhance individual and group enjoyment of physical activity.
- I understand the positive impact compassion can have on others.

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 3-05a*) I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

Equipment:

- [Introductory Eric Liddell video](#)
- Sport specific equipment

Lesson Format

In this lesson pupils will be encouraged to be compassionate whilst understanding the importance of compassion and the positive effect compassion can have on others.

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



Uncle Eric Fact

Eric Liddell was well known for the compassion he showed to others. There were occasions where Eric put other people's feelings or needs ahead of his own. One example of this was when Eric was at a domestic athletics meet and one of his less experienced opponents was drawn in the outside lane. At the time this was a big disadvantage as there was no stagger to the lanes. Runners in the outside lanes had to scramble for the inside of the track at the start of the race. Eric, knowing he was the more experienced of the two, offered his fellow competitor the advantage of the inside lane.

Start the lesson with a whole-class discussion on compassion. You could use some of the following questions to prompt your discussions:

- What does compassion mean?
- Can you give me an example of a time where you have shown compassion to someone else?
- How does it make you feel when you have been compassionate?
- Has there been a time someone has shown compassion to you?
- How did this make you feel?
- Discuss the *Uncle Eric Fact*.

The practical part of the lesson can be delivered through any practical activity where teams compete against each other such as football, boccia, ultimate frisbee or hockey.

Split the class into teams with the aim of creating teams that aren't fair in terms of ability. This point is integral to the success of the lesson as it will provide moments where pupils have the opportunity to be compassionate. You may choose to have more than two teams depending on your choice of activity, space, equipment available and numbers of pupils in your class. An even number of teams will work for this lesson.

Explain the rules of the game to the class. Make sure they understand the rules and how to play. Give each pair of teams an area to play in and set them off to play games against each other.

After five minutes of playing, bring all teams back in to discuss how their games have been going. You could use some of the following questions to prompt your discussions:

- Has every pupil had a positive experience so far?
- Is everyone motivated to try their best?
- What could we do to ensure everyone has a positive experience of PE today?
- Could we adapt some rules, or add some additional rules?

Ask each set of teams to come up with an additional rule which will be adhered to during the next part of their game. Ensure pupils understand that the purpose of these additional rules is to improve the playing experience for *all* pupils. If pupils are struggling to come up with ideas you could make a few suggestions such as:

- Everyone has to have a touch of the ball before a goal is scored.
- Shots can only be made after five consecutive passes.
- Rules can be directed at both teams, just one team, or individuals.

Set teams off to continue playing against one another. If a game seems one-sided or pupils are looking disengaged, pause the game. Ask teams if they would like to amend or add any further rules which would make the games enjoyable for all pupils.

Plenary

Finish the lesson with a whole class discussion. You could use some of the following questions to prompt your discussions:

- How did you feel in the first part of the game?
- Did you enjoy playing any more or less once the rules had been adapted? Why?
- Is being compassionate something you need to try hard at?
- How does it make you feel when you show compassion to someone else?
- How do you think Eric made his opposition feel when he offered them the opportunity to compete in the favoured lane?