

A legend.  
A legacy.  
A lifetime of inspiration.

## The 47.6 Second Challenges

### 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:

- Communication
- Teamwork
- Decision making
- Critical thinking

#### Learning intentions:

- To encourage and work with others by providing and taking on feedback to improve personal and team performance in a variety of challenges.

#### Success criteria:

- I can work with others to improve the performance of myself and 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 3-22a*) 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:

- A track or large marked out area
- A stack of cones
- Something to time on such as a stopwatch (1 for every 2 pupils)
- Something to record distances on such as a pen & paper (1 for every 2 pupils)

#### Supporting Materials:

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



### Uncle Eric Fact

Eric Liddell was one of the favourites to win 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. Straight away he began training for the 400 metres. He entered the competition as an underdog but came through his heats and semi final to book a place in the final. The draw for the final represented a huge blow as Eric was given the outside lane. Unable to see his rivals, he was left with little option but simply to run as fast as he could for as long as he could. Liddell pushed himself like a man possessed and sprinted through the tape six yards clear of his nearest rival in a time of 47.6 seconds, becoming Olympic Champion and setting a new World record.

# 47.6 Second Challenges

## Lesson Format

In this lesson pupils will utilise their communication, team work, decision making and critical thinking skills to perform a variety of challenges to the best of their ability. Throughout the lesson emphasis should be placed on pupils' passion to improve and give their best performance.

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

Start the lesson with a brief discussion on Eric Liddell's Olympic winning time of 47.6 seconds. You could use some of the following questions to prompt your discussions:

- Could you move at top speed for 47.6 seconds?
- What could you do to help you cover as much ground as possible in 47.6 seconds?
- How do you think you would feel after moving as far as you could in 47.6 seconds?

## Warm up challenge

In this challenge each member of the group will get a chance to be the leader. The other members of the group should follow the leader each time in single file.

- In small groups of roughly 4, ask pupils to line up in single file formation in a marked area (approx 5m x 5m) with one person as the initial leader.
- A timer such as a stopwatch should be placed in the middle of the area next to the initial leader.
- On the teacher's command the leader should start the timer, place it face down, then move out of the area.
- Staying in single file, the rest of the pupils in the leader's group should follow as the leader moves at a warm up pace around the outside of the marked area for what they think is 47.6 seconds.
- The leader should return to the timer when they think 47.6 seconds has passed to see how close their estimate was.
- Change the leader and repeat until everyone in the group has been the leader.
- The goal is to be the one who estimated closest to 47.6 seconds.

## Challenge 1

For this challenge pupils will work in pairs.

- Place a cone every 50 metres around a large marked out area. If you have access to a track use it, if not any large area will work. Partner A should position themselves by one of the cones ready to start moving round the track on the sound of the whistle. Partner B should position themselves somewhere where they can see the whole area and all of the cones.
- On the teacher's whistle, partner A should start moving around the area at a pace they think they can maintain for 47.6 seconds. Partner B should count the cones partner A moves past.
- When the teacher indicates that the time is up, partners A and B should work together to calculate the distance partner A covered on the track. Partner A should record this distance.
- Repeat the process with partner B moving for 47.6 seconds and partner A observing the distance partner B covers. Partner B should record this distance.
- Once both partners have recorded their distances, they should have a discussion about what they feel they could do to improve the distance they were able to travel.

You could use some of the following questions to prompt your discussions.

- Did the task challenge you?
- Did you choose to move at the correct pace?
- Did you set off too quickly or could you have moved at a quicker pace?
- Did your partner encourage you? Do you think encouragement from your partner helped/ could help?

# 47.6 Second Challenges

Ask pupils to complete the same challenge again to see if they can improve the distance travelled. Emphasise that it's not a competition between partners A and B, but a chance to better their own performance. Ask pupils to set themselves a realistic target and then to think about how they think they can achieve this.

Things to consider may include:

- Encouragement from their partner.
- Feedback from their partner.
- Choosing to set off at a different pace.
- Pushing yourself to try and achieve your best distance.

## Challenge 2

For this challenge pupils will work in groups of 4, running as a relay.

- Set pupils the task of travelling a combined distance of 400 metres in the fastest group time.
- Set a minimum and maximum distance that each team member must travel.
- Give groups time to discuss and decide how they will tackle the challenge; i.e. how far each group member will travel and in which order will team members take part.
- Get groups to compare their team time with the Olympic gold medal winning time of Eric Liddell - 47.6 seconds.
- Ask pupils to carry out a low intensity active recovery whilst discussing how the task went and what changes they could make to improve their time.
- Ask pupils to devise a team plan for completing the challenge a second time.
- Pupils should be encouraged to both challenge themselves and achieve the best time for their team.
- Ask groups to carry out the task again, attempting to improve their team time.

## Plenary

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

- You give yourself the best chance of succeeding in something if you try your hardest.
- During the Olympic final Eric dug deep and pushed himself as hard as he could to record as fast a time as he could. He showed great passion to achieve the best he was capable of. Did you achieve the best time you were capable of today?
- Is there anything you or your team have done in today's class that has helped you to succeed?
- Is there anything you would do differently if carrying out either of the challenges again?