

A legend.
A legacy.
A lifetime of inspiration.

Eric Why did you do that? (extended version)

Key Information

Subject area: History

Time required: This resource is planned to be taught as two 50 minute lessons. Depending on the pace at which your class progresses through the activities you may wish to utilise the content over a series of lessons.

Activity: To explore Eric Liddell's history

Eric Liddell values: Passion, Compassion, Integrity

Key skills: Critical thinking

Learning intentions:

- To understand the context of Eric Liddell's life.
- To understand the motives Eric and his family had for making key decisions
- To understand that these might be different from your own.

Success criteria:

- I can link context and motive to understand that Eric Liddell and his family made decisions that may or may not be different from my own.

Experiences and outcomes:

- *(SOC 1-06a)* Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since.
- *(SOC 2-06a)* I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.
- *(SOC 3-06a)* I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.

Supporting Materials:

- [Presentation](#)
- [Passion Compassion and Integrity sorting cards \(these need to be cut up before in preparation for the lesson\).](#)
- [Eric Why did you do that? Grid](#)

Lesson Format

In this lesson pupils will be introduced to key events in Eric's life where he made decisions. Pupils will be asked to judge the decision Eric made, taking into account the wider historical context.

Pupils will then be asked to think about Eric and his family's motives and values, to answer the question why did he/they make the decision that they did. Finally pupils will be asked if the decisions that were made provide evidence to back up the idea that Eric was a passionate and compassionate man who lived with integrity.



Uncle Eric Fact

Eric is often referred to as the most famous, the most popular and best loved athlete Scotland ever produced. This isn't down to how fast he could run or the medals he earned, but is down to how he conducted himself at athletic meets, as a missionary and as a human being. Eric was passionate, compassionate and lived his life with integrity. He was equally respected by teammates, adversaries and fellow prisoners.

Eric Why did you do that?

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

Starter Task

Hand out the sorting value cards to pupils (giving one or two to each pupil depending on class size). Ask pupils to think about what is written on their card, what other words could they use to describe what is on their card? Now ask pupils to find others in the class who have the same coloured cards. Do the words on their cards have similar meaning? The class should now be split into 3 groups (those with red coloured cards, those with blue cards and those with grey cards). Explain to the groups that all the same coloured cards are associated characteristics of one of the values Eric Liddell lived his life by. Ask groups to discuss what they think the value is that their coloured cards represent.

After a few minutes of discussion, bring up the second slide on the presentation. Give pupils time to discuss with the person next to them the three values Eric lived his life by and their associated characteristics. After a few minutes have a whole class discussion on the three values. You could use some of the following questions to guide your discussion:

- What do the three values mean to you?
- Can you add any other characteristics to any of the three values?
- Can you describe a time you have acted with one of the three values?
- Can you describe a time someone has treated you with one of the three values?
- Can you think of any famous people who show these qualities? Or do not?

Task 1

The presentation provides eight moments from Eric Liddell's life where he or his family members had to make an important decision. Share the presentation with your pupils to visit each moment and decision in Eric's life; to help pupils consider the context in which each decision was made, to provide opportunity for pupils to think about why Eric or his family made the decision that they did and to think about what decision they would have made if they had been in that position at that time in the world.

Before making your way through the presentation, provide pupils with paper or editable online copies of the Eric Why did you do that? Grid. Pupils will use this grid to help them answer the questions mentioned above. Pupils can work individually, in pairs or in small groups to complete the grid. The final column in the grid asks pupils to consider whether passion, compassion or integrity or a mixture of these values were evident in the decisions Eric and his family made.

Give pupils enough time to complete the grid after each moment before moving on to the next. As you work through the presentation you may want to stop at certain points to further discuss some of the decisions being made and further explore the Eric Liddell 100 values evident within the decisions made.

Plenary

Once pupils have completed the Eric Why did you do that? Grid ask them to share and explain their reasons for any differences in decisions they would have made compared to those Eric and his family made.

Eric was making decisions based on his deep faith and other factors. He did not know what was going to happen next, whereas we, as historians often do.

People in the past can make a different decision from the one that you might make today, and that's OK.

You can still admire a person, even if they are different from you.