

A legend.
A legacy.
A lifetime of inspiration.

Eric and China

Key Information

Subject area: The Chinese Language

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

Eric Liddell values: Passion, Compassion, Integrity

Key skills: Communication

Learning intentions:

- To develop an understanding of the Chinese language.
- To learn about Eric's connections with China.

Success criteria:

- I can ask and respond to greetings in Chinese.
- I can write the words compassion, passion, and integrity in Chinese.
- I can identify some of the ways Eric impacted China and its people.

Experiences and outcomes:

- *(MLAN 1-13)* With support, I am beginning to experiment with writing in the language I am learning.
- *(MLAN 2-14a)* I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.
- *(MLAN 1-03)* With support I am becoming an active listener and can understand, ask and answer simple questions to share information.

Supporting Materials:

- [Presentation](#)
- [Eric Liddell Timeline](#)

Lesson Format

In this lesson pupils will be encouraged to find out more about Eric's links with China, to learn and use the Chinese language to exchange greetings, and to learn to write in Chinese the three values Eric led his life by.

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



Uncle Eric Fact

Although Eric Liddell is a Scotsman he is often referred to as China's first Olympic champion. Eric was the son of Christian missionaries who were working in China when Eric was born. He lived in China until he was 5 years old when his parents sent him to the UK to study where he lived for the next 17 years. Following his Olympic win where he won the 400m race in 47.6 seconds Eric chose to return to China to work as a teacher in the Anglo-Chinese College as well as to carry out his Christian missionary duties. Life in China became more dangerous as the threat from the Japanese and World War Two intensified. At this point, Eric chose to send his family to live in safety in Canada and he accepted a position at a rural mission station in another part of China that served the poor. A few years later Eric was interned in a Japanese prison camp. He became a leader and organiser at the camp and busied himself by helping the elderly and sick, arranging games for the youngsters, and in general making everyone feel cared for as much as he could. Eric died in China whilst still interned.

Eric and China

Starter Task

Share with your pupils the Uncle Eric Fact which is included on slide 2 of the presentation. In addition, share the [Eric Liddell Timeline](#) with the class so they can explore more about Eric's life and the time he spent in China and the UK. Ask pupils to discuss with a partner if they think Eric should be viewed as a British Olympic Champion or a Chinese Olympic Champion.

Writing in Chinese

Introduce the Chinese language to pupils. The Chinese writing system is not based on an alphabet like many other languages including English. Unlike alphabets which use combinations of letters to create words, the Chinese language creates meaning from symbols which are often known as characters. There are no upper and lower case and no symbols that go above or below a line. Share these Chinese writing rules with your pupils:

- Characters are drawn inside invisible squares that mark their borders.
- Each character needs to fit into one of these invisible squares meaning every character is roughly the same size.
- Characters should be written from top to bottom.
- Characters should be written left to right.
- Horizontal strokes should be written before vertical strokes.
- If a character consists of two or more single characters (known as a compound character), you complete the left side single character first.
- With vertically symmetrical characters you draw the centre stroke first.
- With surrounded characters (those characters surrounded by three or four sided frames) you complete the outside frame before you move onto the inside, ensuring that you finish the character by drawing the last line of the surrounding frame.

Ask pupils to practice writing the Eric Liddell 100 values of passion, compassion, and integrity in Chinese. For pupils new to the Chinese language, they may be best focusing on one of the values to begin with. Keep reminding pupils of the rules they should be sticking to when practicing writing the characters.

Task 1

Challenge pupils to complete as many of the following challenges as possible.

- Write the Eric Liddell 100 values from memory.
- Write the Eric Liddell 100 values from memory in less than 47.6 seconds.
- Write the Eric Liddell 100 values from memory in as quick a time as possible.

Exchanging greetings

Pupils will now practice speaking the Chinese language. Eric Liddell was a compassionate man who strived to include and be kind to those he came into contact with. Eric was well known for being kind to people he had just met, helping to make them feel at ease and included by greeting them with kind words and a smile. A greeting is one of the basic functions of communication. A greeting can be powerful and can turn a frown into a smile.

Nelson Mandela once said 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart'.

With a partner, pupils should practice asking 'how are you?' in Chinese. 'How are you?' in Chinese is pronounced 'ni hao ma?'. Their partner can provide feedback on how well they are pronouncing the words. Partners should swap roles until both partners are comfortable saying 'ni hao ma?'.

Introduce three simple replies that pupils could use to reply to the question 'ni hao ma?'. The three replies are:

- **wǒ hěn hǎo** which translates to I'm great.
- **wǒ hái hǎo** which translates to I'm okay.
- **wǒ bù hǎo** which translates to I'm bad.

Pupils should practice all three replies with their partner.

Task 2

Divide the class into two groups. Group A has 47.6 seconds to ask as many of their peers in group B how they are in Chinese. Pupils from group B must reply to the pupils in group A in Chinese with one of the three replies pupils have just practiced. Each time a pupil from group B answers a pupil from group A, the pupil from group A must correctly identify what the pupil has replied out of 'I'm great', 'I'm okay', and 'I'm bad'. If they correctly identify pupil B's answer they can go and ask another pupil from group B how they are. If they incorrectly identify the answer they must re-ask the same pupil how they are. Pupil A must repeat this process until they correctly identify their partner's answer. After 47.6 seconds pupils in groups A and B should swap so group B is now asking pupils in group A how they are.

Extension task

Ask pupils to choose a word they think describes Eric Liddell, research how to say and write the word in Chinese, and practice doing both ensuring they stick to the writing Chinese character rules they have looked at earlier in today's lesson. Examples of words include:

- Committed
- Dedicated
- Respectful
- Kind
- Honest