

Eric Liddell 100 - Upper Primary Lessons

English/Literacy

- Create a comic strip
- Reflective diary
- Acrostic poems
- "Live from Paris" - Radio script

Maths/Numeracy

- Running for your country
- A race against the odds

Science

- Running under pressure
- Fuel for the finish line

Technologies

- From cinders to super spikes
- Design a modern running shoe

Expressive Arts

- A step to victory
- Design a medal

Social Science

- Mapping Eric Liddell's World
- Comparing Countries
- Rights in Crisis - Life in Weihhsien Internment Camp

RME

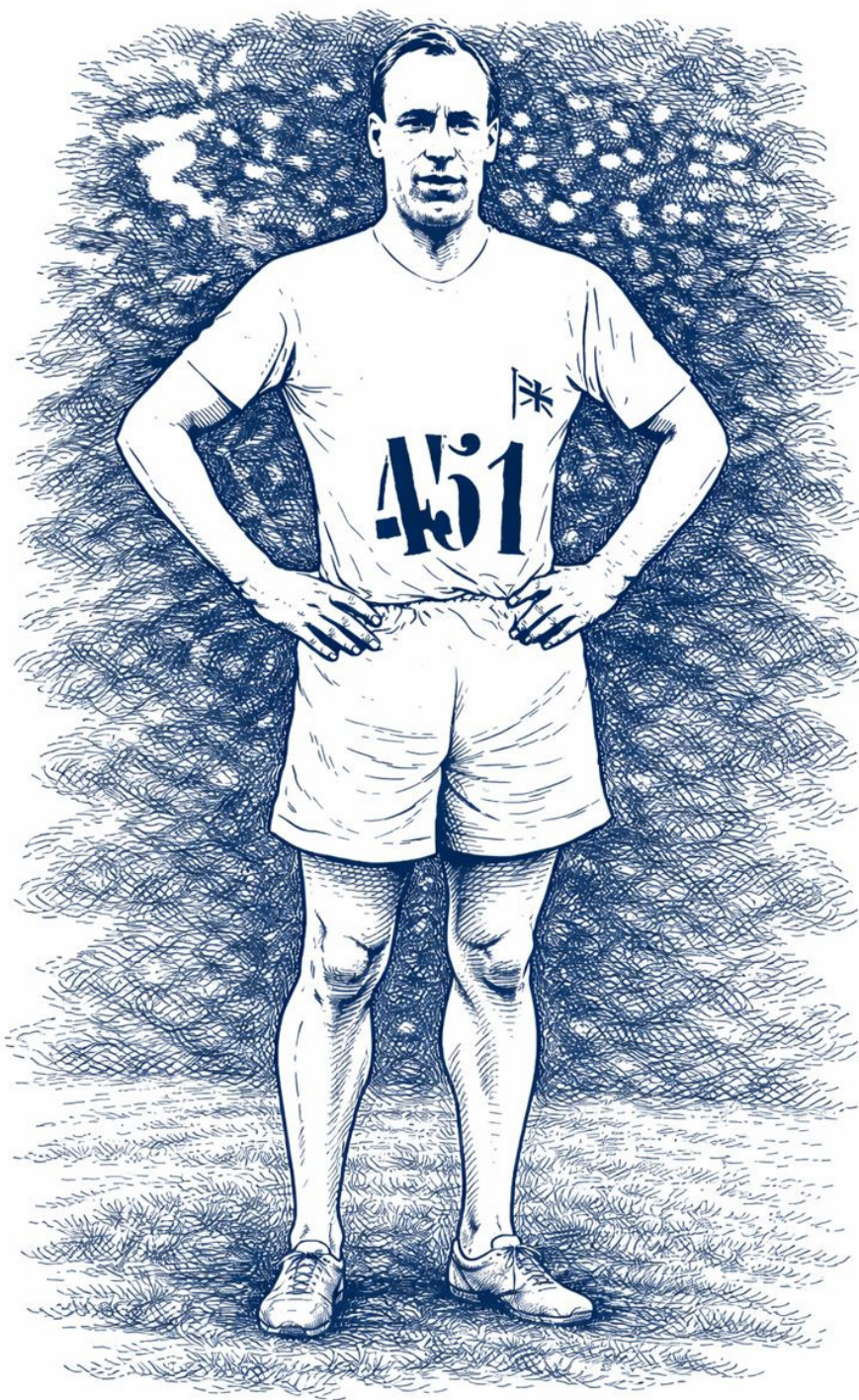
- Personal values
- Eric's moral choice

Health & Wellbeing

- The 47.6 Second challenge
- Training without technology

Puzzles

- Timeline Crossword
- Anagram Puzzle Solver
- Cryptic Codes
- Fallen Letter Puzzles



All lessons in this resource are designed to align with Curriculum for Excellence Second Level Experiences and Outcomes. However, they are flexible and can be tailored for First or Third Level learners. Younger or less confident pupils can benefit from simplified tasks through shared reading, guided discussions, and visual aids. For advanced learners, extension activities can enhance challenge by promoting deeper analysis and greater independence. This ensures inclusivity and adaptability while keeping a clear connection to the Second Level curriculum.

English/Literacy

Create a comic strip

Lesson Information

Subject area: Literacy/Art & Design

Time requirement: 50 minutes

Activity: Pupils retell part of Eric's life story in a comic strip format.

Eric Liddell values: Passion, Compassion, Integrity

Key skills:

- Creativity
- Planning
- Storytelling

Learning Intentions:

- I am learning to create a comic strip which retells part of Eric Liddell's story in a way which engages the audience and celebrates his values.

Success Criteria

- I can illustrate a key event or period in Eric Liddell's life .
- I can plan my comic outline in sections.
- I can create or draw images to tell the story succinctly.
- I can add text and other comic features to add to my illustrations.

Experiences & Outcomes

- ENG 2-27a: I can use language and style in a way which engages and/or influences my reader.
- LIT 2-28a: I can convey information, describe events, explain processes or combine ideas in different ways.
- EXA 2-02a: I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.
- EXA 2-03a: I can create and present work that shows developing skill in using the visual elements and concepts.

Resources:

- Eric Liddell 100 Introductory video:
(<https://www.youtube.com/watch?v=FLaKb1txtQ8>)
- If using paper: plain paper or one of the three "comic strip templates" resource sheets, rulers, pens, pencils etc
or
- If using a digital comic strip: access to a platform such as Book Creator or Adobe Express.



Uncle Eric Fact

Did you know that Eric Liddell's life has already inspired a famous film called Chariots of Fire?

The movie tells the story of how Eric refused to run in the 100m Olympic race because the heats were on a Sunday, and instead switched to the 400m — which he won in world-record time.

Just like a film tells a story through moving pictures, your comic strip will tell Eric's story through drawings and words, helping others see why he is remembered as both an Olympic champion and a hero of faith.

Create a comic strip

Lesson Plan

Introduction: Eric Liddell's life

Introduce pupils to the life of Eric Liddell by watching the [Eric Liddell 100 introductory video](#) as a class.

Ask pupils to share initial thoughts:

- What stood out about Eric Liddell's life?
- What challenges did he face?
- What values did he demonstrate through his choices?

Record key ideas on the board to revisit later in the lesson.

Activity 1: Research Task

Share Eric Liddell's timeline and key life events with the class.

Ask pupils to select key moments from his life that would translate well into a comic strip.

Pupils should choose moments that:

- Can be shown visually
- Highlight Eric Liddell's values
- Can be told clearly in a small number of panels

Activity 2: Storyboard your Comic Strip

Ask pupils to plan their comic strip before creating it.

Pupils should consider:

- How many panels will be included?
- What key image will appear in each panel?
- How will the opening panel capture the reader's attention?
- How can the story be told clearly using limited text?

Activity 3: Create your Comic Strip

Pupils should complete their comic strips using paper or digital tools.

For paper designs:

- Use a ruler and pencil to create panels, or use the comic strip template
- Refer to comic examples for layout, illustrate key events clearly, and include speech or thought bubbles as needed.

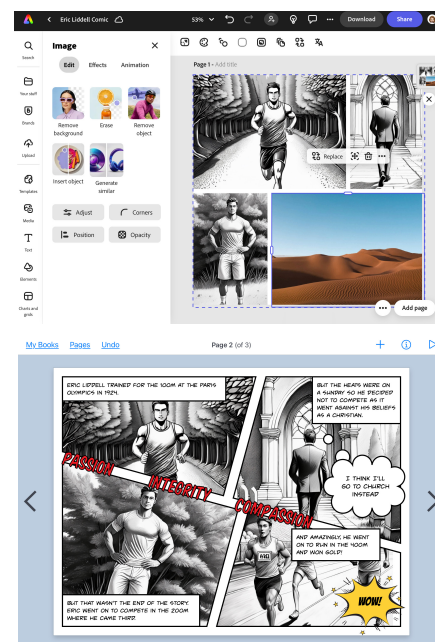
For digital designs:

- Use a platform with a comic book template like Bookcreator or Adobe Express
- Start a new project with a suitable layout, add images (hand-drawn, digital, or AI-generated), and incorporate text, speech bubbles, and visual effects.
- Finally, save or export the completed comic strip for sharing.

Plenary: Peer Assessment.

Ask pupils to give constructive feedback. They should consider:

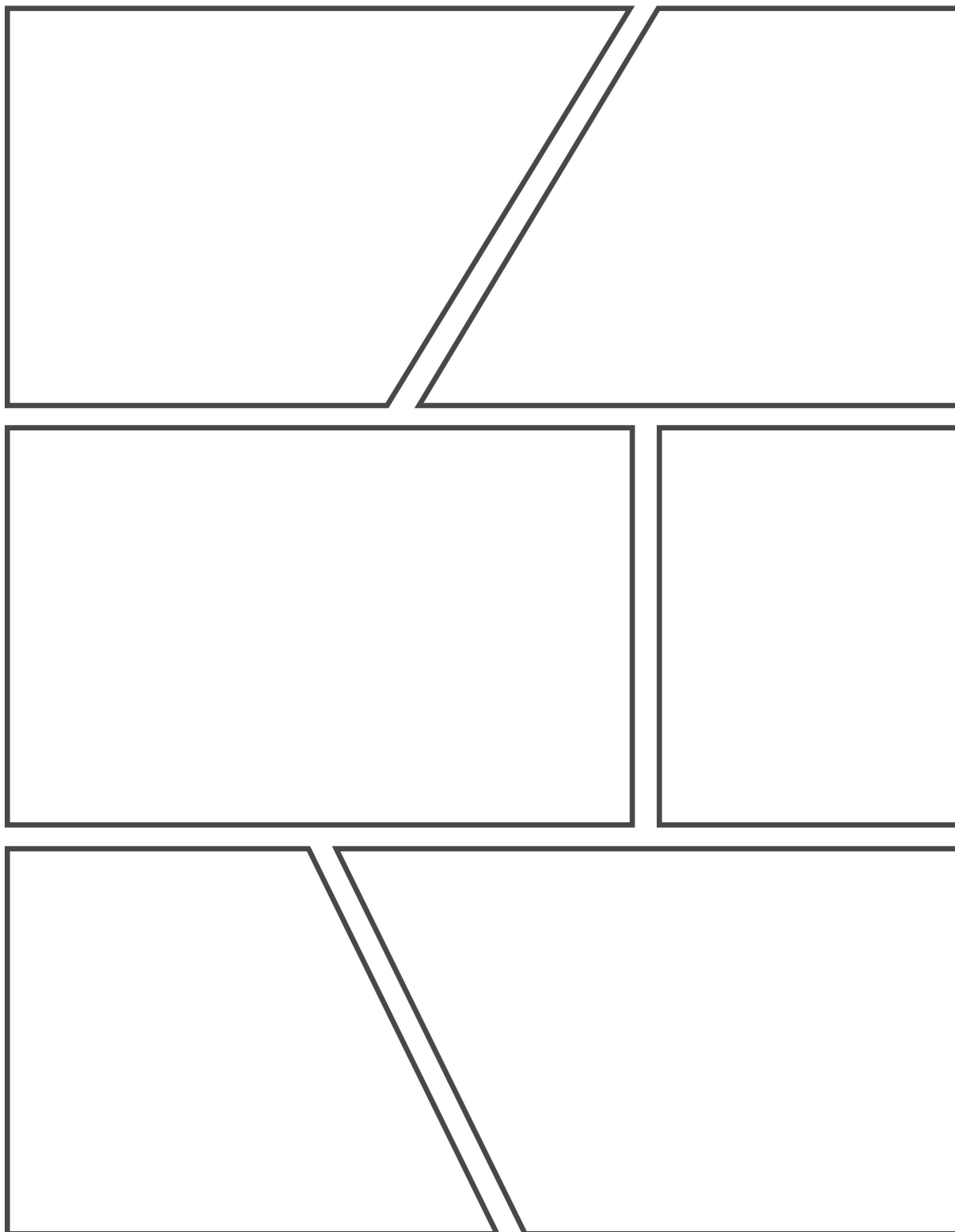
- Has a key event or period from Eric Liddell's life been clearly illustrated?
- Is the story retold clearly and succinctly through images?
- Has text been used appropriately to enhance, rather than overload, the illustrations?
- Are Eric Liddell's values evident through actions and choices shown in the comic?



A legend.
A legacy.
A lifetime of inspiration.



A legend.
A legacy.
A lifetime of inspiration.



A legend.
A legacy.
A lifetime of inspiration.

A large, empty rectangular area occupies the center of the page. It is divided into four distinct sections by black lines. The top section is split vertically by a diagonal line that slopes downwards from left to right. The bottom section is split vertically by a straight line. The middle section is a single, wide rectangle. The entire area is intended for a drawing or illustration.

A legend.
A legacy.
A lifetime of inspiration.

Reflective diary

Lesson Information

Subject area: Literacy/English/Social studies

Time requirement: 50 minutes

Activity: Pupils write a diary entry in role as Eric Liddell the night before his 400m Olympic race.

Eric Liddell values: Passion, Compassion, Integrity

Key skills:

- Creative writing
- Research skills
- Communication

Learning Intentions:

- I am learning about Eric Liddell's life and achievements.
- I am learning to imagine and write in role, using first person.
- I am learning to include thoughts, feelings and details in a diary entry.

Success Criteria

- I can explain who Eric Liddell was and why the 400m race was important.
- I can write in the first person, as though I am Eric.
- I can describe Eric's thoughts and feelings before the race.
- I can include at least 3 details from Eric's real life experiences

Experiences & Outcomes

- LIT 2-20a: I can write in different genres, using language to create characters and settings.
- SOC 2-06a: I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.
- HWB 2-23a: I can describe the role of sport and physical activity in maintaining a healthy lifestyle.

Resources:

- A photo of Eric Liddell from the Olympics from the internet, or the Eric Liddell 100 website (<https://ericliddell.org/the-eric-liddell-100/>) or the [Eric Liddell 100 Timeline](https://ericliddell.org/wp-content/uploads/2023/12/Timeline.pdf) (<https://ericliddell.org/wp-content/uploads/2023/12/Timeline.pdf>)
- Video of Eric Liddell winning the 1924 400m (<https://www.youtube.com/watch?v=LYNUxdolacA>)
- Resource sheet "Reflective diary"



Uncle Eric Fact

On the night before his Olympic 400m final in Paris, Eric Liddell wasn't the favourite to win. Most people thought he had no chance because he hadn't trained for the distance and was running in the outside lane — considered the worst lane to start in.

Yet Eric trusted in his preparation and his faith. The next day, he shocked the world by storming to victory in a record-breaking 47.6 seconds.

Imagine the thoughts and feelings he might have written in a diary that night — determination, nerves, or perhaps even calm confidence.

Reflective diary

Lesson Plan

Introduction: Eric Liddell's life

Show pupils images of Eric Liddell at the 1924 Olympics - you could use the photos in the Eric Liddell Timeline or find photos on the

Ask the class: "How do you think Eric might have felt before his big race?"

Create a mind-map of ideas on the board of responses eg; nervous, hopeful, determined, faithful etc.

Activity 1: Building content

Share 3-4 key facts about Eric and the 400m, you could use the timeline or talk about the following events:

- He gave up the 100m race because the heats were on a Sunday.
- He was running in the outside lane (a disadvantage).
- He had trained mostly for shorter races.
- He wanted to honour his values above winning.

Retell the story or watch this short clip of the race: <https://youtu.be/IYNUxdolacA?si=bky-SBXFUr14Coej>.

Ask pupils to jot down what he might have been thinking/feeling that evening.

Activity 2: Reflective questions

Ask pupils to think reflectively about the situation, this could be a class discussion, paired discussion or individual reflection.

Example starter questions could include:

- How do you think Eric felt when he gave up the chance to run the 100m — the race he had trained for?
- Do you think Eric cared more about winning or about keeping his values? Why?
- Can you think of a time when you had to make a choice between what was easy and what was right?
- Why do you think integrity (doing what you believe is right, even if no one is watching) is important?
- How would you have felt if you were in Eric's shoes — would you have run the 100m or stood by your values?
- What can Eric's story teach us about courage?
- How do you react when you feel nervous before something important?
- How could you show passion, compassion, or integrity in your own life?

Activity 3: Diary Entry

Model an opening for a diary entry, for example: "Dear Diary, Tomorrow I will step onto the track in Paris. I never thought I would run the 400m, but..."

Pupils write their own diary entry in role. Encourage:

- Thoughts and feelings (nervous, faithful, determined).
- Hopes and fears (winning, letting people down).
- Small details (stadium sounds, weather, teammates, Bible verses).

Plenary: Peer Assessment.

pupils should be prompted to listen to each other's work and reflect on it.

- Ask pupils to share extracts of their diary entries in pairs or with the class.
- Help pupils ask reflection questions for example:
 - What can we learn from Eric's choices about staying true to your values?
 - Have you ever been in a similar situation?

The logo for 'The Eric Liddell 100' is displayed in white on a dark blue background. It features the text 'The Eric Liddell' in a serif font, followed by a large, stylized '100' where the '1' is a thick vertical bar and the '00' are two connected circles. A white swoosh underline is positioned beneath the text.[illegible]

Acrostic poems

Lesson Information

Subject area: Literacy/English/RME

Time requirement: 50 minutes

Activity: Pupils explore Eric Liddell's values and write an acrostic poem using his name

Eric Liddell values: Passion, compassion, integrity, determination

Key skills:

- Creative writing
- Vocabulary development
- Moral reflection
- Teamwork

Learning Intentions:

- I am learning about the values that guided Eric Liddell's life.
- I am learning to write an acrostic poem that shows meaning through word choice

Success Criteria

- I can explain at least two values that Eric Liddell lived by.
- I can write an acrostic poem using Eric's name, showing understanding of his values.
- I can share my poem with others clearly.

Experiences & Outcomes

- ENG 1-31a/2-31a: I can use words, images and ideas from my learning experiences to create poems.
- RME 1-09b: I can reflect upon positive values and how they can influence my actions.
- HWB 1-02a: I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.

Resources:

- List of Eric Liddell's values:
(<https://ericliddell.org/wp-content/uploads/2023/12/Eric-Liddell-Values.pdf>)
- Resource sheet "Acrostic poems - examples"
- Resource sheet "Acrostic poems - template"



Uncle Eric Fact

Eric Liddell is remembered not just for his speed, but for the values that shaped his life: passion, compassion, and integrity.

For example, he gave up his chance to run in the 100m Olympic race because it was on a Sunday, showing integrity in putting his faith before fame.

Later, in a Japanese internment camp, he became known as "the man who never put himself first," always helping others.

These values are what made Eric a true hero and a perfect inspiration for your acrostic poems.

Acrostic poems

Lesson Plan

Introduction: Eric Liddell's life

Show pupils Eric Liddell's picture and ask: "What makes someone inspirational?"

Briefly introduce Eric Liddell: an Olympic athlete who chose faith, kindness and integrity over fame and personal success.

As a class, brainstorm words linked to inspiration (e.g. courage, kindness, fairness, determination). Record ideas visibly.

Activity 1: Exploring Eric's Values

Introduce Eric's three key values: Passion, Compassion and Integrity.

Discuss what each value means in everyday life (e.g. compassion could mean helping a friend who is upset).

Ask pupils to suggest other values they think Eric showed and how these could be demonstrated today, in school or at home.

Reinforce that values guide choices, especially when decisions are difficult.

Activity 2: Acrostic poetry

Explain what an acrostic poem is. Share the examples given or model a short example as a class if needed.

Give pupils time to write their own acrostic poem using the name ERIC LIDDELL, linking each line to a value, character trait or action from Eric's life.

Pupils may design their poem creatively using paper or a digital platform, focusing on presentation as well as content. There is also a template that can be shared to help pupils lay out their poem.

Encourage thoughtful word choice rather than filling every line quickly.

Plenary: Peer reflection.

Pupils should share their poems with the class.

- Encourage listeners to identify which values stand out most strongly.
- Ask "Which value is most important in your own life, and why?"
- Link back to Eric Liddell's life choices and how strong values helped guide his actions.

Extension Activity

Pupils create a second acrostic poem using their own name, focusing on the values that matter most to them.

Pupils may explain how one of these values influences their behaviour at school or in friendships.

Acrostic poems - examples

Examples

First Level

ERIC LIDDELL

Eric runs fast

Runs with friends

Is kind

Cares for all

Loves sport

Is fair

Does his best

Doesn't give up

Everyone likes him

Lives with faith

Loved by many

First/Second Level

ERIC LIDDELL

Every race run with courage

Remembered for being fair

Inspired by faith

Championed kindness

Loved running

Integrity shone through

Determined to do right

Did not give up

Earned respect from others

Loyal to his values

Lit up lives with hope

Second Level

ERIC LIDDELL

Every stride showed passion and strength

Ran with determination, never giving in

Inspired the world by standing firm in faith

Chose what was right, not what was easy

Lived a life of compassion and service

Integrity guided every choice he made

Dedicated to helping others before himself

Dared to put values above medals and fame

Even in hardship, he gave hope and courage

Legendary not just for his gold, but his goodness

Left a legacy that inspires us today

A legend.
A legacy.
A lifetime of inspiration.



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A legend.
A legacy.
A lifetime of inspiration.

"Live from Paris" - Radio script

Lesson Information

Subject area: Literacy/English/Drama

Time requirement: 50 minutes

Activity: Pupils write a radio script to tell British listeners about Eric's 1924 Olympic win.

Eric Liddell values: Determination, faith, humility, and integrity

Key skills:

- Creative writing
- Vocabulary development
- Speaking and listening
- Teamwork

Learning Intentions:

- I am learning about how people experienced live events before the widespread use of television.
- I am learning to write and perform a clear, engaging radio commentary that captures the drama and emotion of a sporting event.
- I am learning to use expressive language and tone to bring a moment in history to life.

Success Criteria

- I can describe the key events of Eric Liddell's 400m Olympic race.
- I can write a radio script that uses vivid language and accurate historical detail.
- I can use expression, tone and timing to make my commentary sound realistic and engaging.
- I can work effectively with others to plan, rehearse and perform my radio broadcast.

Experiences & Outcomes

- LIT 2-09a / 3-09a: When listening and talking, I can identify and use the features of spoken language and consider the impact of these on others.
- SOC 2-03a / 3-06a: I can interpret historical evidence from a range of periods to help build a picture of Scotland's past.
- EXA 2-01a / 3-01a: I can create and present work that shows understanding of form, structure and purpose.

Resources:

- A photo of Eric Liddell from the Olympics or the Eric Liddell 100 Timeline (<https://ericliddell.org/wp-content/uploads/2023/12/Timeline.pdf>)
- Video of Eric Liddell winning the 1924 400 m (<https://www.youtube.com/watch?v=IYNUxdolacA>)
- An example radio script



Uncle Eric Fact

When Eric Liddell won the 400m final at the 1924 Paris Olympics, he started in the outside lane — the hardest position, because he couldn't see any of the other runners.

Despite this disadvantage, he ran a world record time of 47.6 seconds and won gold for Great Britain.

At that time, there were no TV cameras as television broadcasting was still being developed. The first public TV wasn't until 1926, and the first live broadcast of the Olympic Games wasn't until 1936.

Even the film footage we see today of Eric Liddell's race wasn't live; it was silent, black-and-white newsreel film, shown in cinemas weeks after the race.

Most people only experienced the moment through radio commentaries and newspaper reports so commentary had to be accurate and detailed.

"Live from Paris" - Radio script

Lesson Plan

Introduction: Getting the latest news

Ask pupils: "How did people in 1924 find out about Olympic events?"

Explain that most people didn't have access to televisions. Most news was shared via radio broadcasts and newspapers.

Play a short example of an early radio sports commentary. (you could show the video of the 400m race).

Discuss what makes it effective; think about the tone, pace, excitement and language used.

Activity 1: Researching the race

Have pupils work in pairs or small groups to find out what happened during Eric's 400m Olympic race:

- Why did he not run the 100m?
- What lane did he start in?
- What was his time?
- What made this moment special?

Groups then plan their radio script structure, including:

- A short introduction (setting the scene in Paris, 1924)
- The race commentary (the build-up, the race, the win)
- A short "post-race interview" with Eric or a reporter reflection

Encourage pupils to use dramatic adjectives, short sentences, and sensory details.

You might like to use the example script as a reference/template.

Activity 2: Writing the script.

Using their notes, pupils write their script in a radio style.

Encourage them to:

- Use strong verbs ("sprints," "drives," "leans over the line!")
- Add sound cues (e.g., [crowd cheering], [gunshot], [running footsteps])
- Assign speaking roles: commentator, co-commentator, "reporter," maybe even a "crowd" voice

Activity 3: Recording commentary

Once written, pupils should rehearse their performance.

They could record the final version using an iPad or voice recorder.

Plenary: Peer Assessment.

pupils should be given the opportunity to listen to each other's work and reflect on it.

- Groups play their recordings for the class.
- Discuss: What made each broadcast engaging? How did it make you feel as a listener?
- Reflect: How would it have felt to hear about Eric's win live in 1924 without seeing it?

Extension Activity

pupils could edit their audio, add sound effects. or add/create music to accompany their commentary using a digital platform such as GarageBand or Clips.

"Live from Paris" - Radio script

Radio Commentary Script Template

Title: Live from Paris – The 1924 Olympic 400m Final!

[Sound cue 1: Opening music / crowd noise fades in]

Announcer:

"Good afternoon, listeners! We're coming to you live from the Stade Olympique de Colombes in Paris. The sun is shining, the crowd is buzzing, and all eyes are on Scotland's own Eric Liddell."

[Sound cue 2: Gunshot / starting pistol]

Commentator 1:

"And they're off! Liddell is in the outside lane – that's lane six – he can't see the other runners but he's setting a fast pace!"

Commentator 2:

"Yes, he's known for his strong finish, but look at that stride! His head's back, his arms pumping – he's giving it everything!"

[Sound cue 3: Rising crowd cheering]

Commentator 1:

"They're coming round the final bend – Liddell's still in front! Can he hold it? The American is closing in... but Liddell's not slowing down!"

Commentator 2:

"He's stretching for the line... and—HE'S DONE IT! Eric Liddell takes the gold for Great Britain!"

[Sound cue 4: Cheering / crowd noise at full volume]

Announcer:

"What an incredible performance! Eric Liddell, the Flying Scotsman, wins in a world record time – 47.6 seconds! From missionary's son to Olympic champion!"

[Sound cue 5: Crowd fades / quiet background music]

Reporter:

"Eric, congratulations! How did you manage such an amazing race?"

'Eric' (pupil):

"I ran the race I knew I could, and the strength came from above. I believe God made me fast – and when I run, I feel His pleasure."

[Sound cue 6: Closing music]

Announcer:

"An unforgettable day in Paris. This is [insert pupil name], signing off from the 1924 Olympic Games!"

Maths/Numeracy

Running for your country

Lesson Information

Subject area: Numeracy / Mathematics

Time requirement: 50 minutes

Activity: Pupils tally medal winners by country and produce a bar chart

Eric Liddell values: Integrity, Determination

Key skills:

- Categorising data
- Tallying and frequency counting
- Constructing bar charts
- Interpreting patterns

Learning Intentions:

- I am learning to organise historical data into country categories.
- I am learning to construct a bar chart accurately.
- I am learning to interpret trends in national sporting success.

Success Criteria

- I can tally the number of 400m winners for each country.
- I can produce a bar chart with correct labels, scaling and presentation.
- I can explain which countries dominate the event and why Liddell's win stands out.

Experiences & Outcomes

- MNU 2-20a / 3-20a: I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs.
- MNU 2-21a: I can analyse data and draw conclusions from it.
- SOC 2-06a: I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

Resources:

- Data sheet of the Men's 400m winning times 1900–2024
- Graph paper or digital graphing tools (Excel, Numbers, Keynote)
- Calculator or spreadsheet functions



Uncle Eric Fact

Eric Liddell's gold medal in the 400m at the 1924 Paris Olympics is very special because Britain has only ever won this event twice in more than 100 years. The first British winner was Wyndham Halswelle in 1908, in a race that had to be run again after several runners were disqualified. After that, almost every winner has come from the United States, who have dominated the event for over a century.

This means Liddell's 47.6 second victory wasn't just fast — it was unusual. He won at a time when Britain almost never won the 400m, making his achievement stand out as a rare and remarkable moment in Olympic history.

Running for your country

Lesson Plan

Introduction: Which country is the fastest?

Ask the class three prediction questions before showing any data:

- Which country do you think has won the most men's 400m gold medals?
- How often do you think Great Britain appears?
- Is sprinting dominance shared across the world, or controlled by only a few nations?

Collect a few responses and explain that today's task will reveal real historical patterns.

Activity 1: Creating a frequency table

Give pupils the full list of Olympic men's 400m winners.

Ask them to:

- Identify the winning athlete's country for each Olympic year.
- Write each country into a tally table.
- Use tally marks to count how many wins each country has.
- Total the tallies and arrange countries from most to fewest wins.

Activity 2: Plotting data

Explain that pupils will now create a bar chart titled:

"Men's 400m Olympic Gold Medal Winners by Country (1900–2024)"

Ask pupils to:

- Label the x-axis with the names of countries represented in the data.
- Label the y-axis with the number of wins, using a clear, sensible scale.
- Draw equal-width bars to represent each country's total.
- Add a title and ensure axes are clearly marked.
- Present their chart neatly, using digital tools if preferred.

Activity 3: Improvements in performance

Ask pupils to analyse the improvements in performance by looking at the trend on their graph:

- Which country shows the highest frequency of wins?
- How rare is a British win when compared to the dominant nations?

Plenary: Peer Assessment.

Ask pupils to complete one sentence in their jotter or on a slip of paper: "My bar chart shows that..."

Examples:

- "...the USA has dominated the men's 400m for over a century."
- "...Eric Liddell's 1924 victory is unusual because Great Britain rarely wins this event."
- "...only a small number of countries have ever produced a 400m Olympic champion."

Collect responses to check understanding of data interpretation.

Extension Activity

Pupils could try to predict what the next winning time will be by analysing their graph and the trend lines.

They should consider whether humans can keep getting faster or if there's a maximum speed we can achieve.

Olympic Winning Times: Men's 400m (1900 - 2024)

Year	Host City	Time (s)	Winner
1900	Paris	49.4	Maxie Long (USA)
1904	St. Louis	49.2	Harry Hillman (USA)
1908	London	50.0	Wyndham Halswelle (GBR)
1912	Stockholm	48.2	Charles Reidpath (USA)
1916	Cancelled (WWI)	—	—
1920	Antwerp	49.6	Bevil Rudd (RSA)
1924	Paris	47.6	Eric Liddell (GBR)
1928	Amsterdam	47.8	Ray Barbuti (USA)
1932	Los Angeles	46.2	Bill Carr (USA)
1936	Berlin	46.5	Archie Williams (USA)
1940	Cancelled (WWII)	—	—
1944	Cancelled (WWII)	—	—
1948	London	46.2	Arthur Wint (JAM)
1952	Helsinki	45.9	George Rhoden (JAM)
1956	Melbourne	46.7	Charles Jenkins (USA)
1960	Rome	44.9	Otis Davis (USA)
1964	Tokyo	45.1	Mike Larrabee (USA)
1968	Mexico City	43.8	Lee Evans (USA)
1972	Munich	44.66	Vince Matthews (USA)
1976	Montreal	44.26	Alberto Juantorena (CUB)
1980	Moscow	44.60	Viktor Markin (URS)
1984	Los Angeles	44.27	Alonzo Babers (USA)
1988	Seoul	43.87	Steve Lewis (USA)
1992	Barcelona	43.50	Quincy Watts (USA)
1996	Atlanta	43.49	Michael Johnson (USA)
2000	Sydney	43.84	Michael Johnson (USA)
2004	Athens	44.00	Jeremy Wariner (USA)
2008	Beijing	43.75	LaShawn Merritt (USA)
2012	London	43.94	Kirani James (GRN)
2016	Rio	43.03	Wayde van Niekerk (RSA)
2020*	Tokyo (held 2021)	43.85	Steven Gardiner (BAH)
2024	Paris	43.40	Quincy Hall (USA)

A race against the odds

Lesson Information

Subject area: Numeracy / Mathematics

Time requirement: 50 minutes

Activity: Analysing Olympic 400m winning times, comparing averages and trends with Eric Liddell's 1924 result

Eric Liddell values: Integrity, Determination

Key skills:

- Data analysis
- Graph drawing
- Calculating averages
- Statistic comparison

Learning Intentions:

- I am learning to analyse historical Olympic data to identify patterns and changes in performance.
- I am learning to construct an accurate line graph showing winning times over a period of more than 100 years.
- I am learning to compare Eric Liddell's 1924 winning time with the wider performance trend.

Success Criteria

- I can plot Olympic winning times accurately on a line graph with correct labels and scale.
- I can identify improvements, flat periods and unusual slower results by analysing the slope of the graph.
- I can explain how Eric Liddell's 47.6-second performance compares to the overall historical trend.

Experiences & Outcomes

- MNU 2-20a / 3-20a: I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs.
- MNU 2-22a / 3-22a: I can analyse variation in data and can draw conclusions based on this.
- SOC 2-06a: I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

Resources:

- Data sheet of Olympic 400m winning times 1900–2024
- Graph paper or digital graphing tools (Excel, Numbers, Keynote)
- Calculator or spreadsheet functions



Uncle Eric Fact

At the 1924 Paris Olympics, Eric Liddell won the 400m in 47.6 seconds, setting a new world record. His achievement was remarkable not only for its speed but because he had trained primarily for the 100m, not the longer 400m event. When the 100m heats were scheduled on a Sunday, Eric refused to run for reasons of faith, forcing a last-minute change in event that most athletes would have struggled to adapt to.

He also ran from the outside lane — widely considered a major disadvantage because athletes are unable to see their competitors and must run a wider arc. Despite these obstacles, Liddell delivered a performance so strong that it redefined expectations for the event and stood out statistically as one of the great Olympic runs of its era.

A race against the odds

Lesson Plan

Introduction: How fast is fast?

Ask the pupils how long they believe it would take them to sprint 400 metres. You could make it easier by pointing to something outside that's 400 metres away or by asking them to think of a 400-meter distance they already know, like running up and down the playground 10 times.

Discuss:

- whether 47.6 seconds seems fast or slow for 1924
- How much they think 400m times have improved since the early 1900s
- whether they expect improvements to be steady or sudden

Activity 1: Analysing Olympic Data

Share the data for winning times in the 400m from 1900 to 2024. Have the pupils colour-code Eric Liddell's winning time, the top three speeds, and the bottom three times in different colours.

As a class discuss:

- When the fastest times were
- When the slowest times were
- The overall trend over time
- Any factors that might cause this trend.

Activity 2: Plotting data

Have the pupils create a line graph using the winning times data.

The horizontal axis should indicate the year of the Olympic Games, while the vertical axis should reflect the winning time in seconds.

Remind them to clearly label both axes and select an appropriate scale. Then, ask them to plot each data point (year and winning time) and connect the dots with a line to illustrate how times have evolved over the years.

Activity 3: Improvements in performance

Ask pupils to analyse the improvements in performance by looking at the slope of the line on their graph:

- Steep downward slopes = large improvements
- Flat sections = little or no improvement
- Occasional increases = unusual slower times worth investigating

Ask pupils to annotate their graphs with short notes, eg:

- the fastest/slowest winning times
- the biggest jumps in improvement and what they think might have happened during these key periods etc

Plenary: Peer Assessment.

Ask pupils to look again at their completed graphs and answer the following reflective questions in a short written paragraph or quick discussion:

Invite pupils to explain:

- Where does Eric Liddell's 47.6-second time sit compared to the decades before and after 1924?
- Is his time faster than what the general pattern of the graph would predict for that stage in history?

Extension Activity

Pupils could try to predict what the next winning time will be by analyzing their graph and the trend lines.

They should consider whether humans can keep getting faster or if there's a maximum speed we can achieve.

Olympic Winning Times: Men's 400 m (1900 - 2024)

Year	Host City	Time (s)	Winner
1900	Paris	49.4	Maxie Long (USA)
1904	St. Louis	49.2	Harry Hillman (USA)
1908	London	50.0	Wyndham Halswelle (GBR)
1912	Stockholm	48.2	Charles Reidpath (USA)
1916	Cancelled (WWI)	—	—
1920	Antwerp	49.6	Bevil Rudd (RSA)
1924	Paris	47.6	Eric Liddell (GBR)
1928	Amsterdam	47.8	Ray Barbuti (USA)
1932	Los Angeles	46.2	Bill Carr (USA)
1936	Berlin	46.5	Archie Williams (USA)
1940	Cancelled (WWII)	—	—
1944	Cancelled (WWII)	—	—
1948	London	46.2	Arthur Wint (JAM)
1952	Helsinki	45.9	George Rhoden (JAM)
1956	Melbourne	46.7	Charles Jenkins (USA)
1960	Rome	44.9	Otis Davis (USA)
1964	Tokyo	45.1	Mike Larrabee (USA)
1968	Mexico City	43.8	Lee Evans (USA)
1972	Munich	44.66	Vince Matthews (USA)
1976	Montreal	44.26	Alberto Juantorena (CUB)
1980	Moscow	44.60	Viktor Markin (URS)
1984	Los Angeles	44.27	Alonzo Babers (USA)
1988	Seoul	43.87	Steve Lewis (USA)
1992	Barcelona	43.50	Quincy Watts (USA)
1996	Atlanta	43.49	Michael Johnson (USA)
2000	Sydney	43.84	Michael Johnson (USA)
2004	Athens	44.00	Jeremy Wariner (USA)
2008	Beijing	43.75	LaShawn Merritt (USA)
2012	London	43.94	Kirani James (GRN)
2016	Rio	43.03	Wayde van Niekerk (RSA)
2020*	Tokyo (held 2021)	43.85	Steven Gardiner (BAH)
2024	Paris	43.40	Quincy Hall (USA)

Science

Running under pressure

Lesson Information

Subject area: Science/Health & Wellbeing

Time requirement: 50 minutes

Activity: Pupils measure and compare heart rate and breathing rate before and after exercise.

Eric Liddell values: Passion, determination, commitment

Key skills:

- Measuring pulse and breathing rate
- Observing change
- Recording data
- Explaining cause and effect

Learning Intentions:

- I am learning to measure how my heart rate and breathing rate change during exercise.
- I am learning to understand how the body responds safely to physical pressure.
- I am learning to explain why Eric Liddell believed self-control mattered more than winning.

Success Criteria

- I can accurately measure and record heart rate and breathing rate before and after exercise.
- I can explain how oxygen is delivered to muscles when the body is working hard.
- I can describe why listening to my body is a sign of responsibility, not weakness.
- I can explain how Eric Liddell's values influenced the way he trained and competed

Experiences & Outcomes

- SCN 2-12a / 3-12a: By investigating how the body responds to physical activity, I can explain how the circulatory and respiratory systems work together to supply oxygen and nutrients to the body.
- HWB 2-22a / 3-22a: I can make informed decisions about my physical activity and understand the impact this has on my health and wellbeing.

Resources:

- Stopwatch or timer
- Space for controlled physical activity
- Optional: diagrams or a model of the heart and lungs



Uncle Eric Fact

Eric Liddell held the belief that discipline, self-control, and a sense of purpose were far more significant than winning at any price. He dedicated himself to rigorous training, enduring physical strain and discomfort, yet he maintained that achieving success did not excuse reckless actions or neglecting personal responsibility.

His perspective on sports mirrored his broader values: a dedication to excellence, respect for himself and others, and integrity in his choices. For Liddell, true character was demonstrated not just by athletic achievements, but also through principled decisions, even when those choices involved personal sacrifice.

Running under pressure

Lesson Plan

Introduction: Values First

Display the three values: Passion – Compassion – Integrity.

Ask learners: "Which of these values do you think is most important in sport? Why?"

Introduce Eric Liddell as an athlete who believed how you train matters as much as how fast you run.

Activity 1: Pulse & Heart rate

Ask pupils to sit quietly and place two fingers on their wrist or neck to find their pulse.

Ask them to count their pulse rate for 15 seconds.

Multiply by 4 to find the number of times their heart beats per minute.

Ask pupils to discuss:

- What is your heart doing right now?
- Why does the heart beat at a steady rate when you are resting?

Explain that athletes, including Eric Liddell, needed to understand how their bodies worked in order to train effectively.

Activity 2: Measuring the body at rest

Ask pupils to measure and record:

- Resting heart rate - the number of times their heart beats per minute (eg pulse rate in 15 seconds multiplied by 4)
- Resting breathing rate - the number of complete breaths (in and back out) in one minute

Explain how the heart and lungs work together to deliver oxygen around the body.

Activity 3: Exercise and response

Ask pupils to complete one minute of moderate exercise, such as jogging on the spot or star jumps.

Immediately after, ask them to re-measure and record their heart rate and breathing rate.

Ask pupils to compare their results with their resting measurements.

Discuss as a class:

- What changed?
- Why did these changes happen?
- How does this help muscles work harder during exercise?

Activity 4: Training & Limitations

Ask pupils to consider what would happen if exercise continued without rest.

Ask them to think about how athletes decide when to stop, slow down or recover.

Explain that Eric Liddell trained hard, but also understood the importance of pacing, recovery and making sensible choices during training.

Plenary:

Ask pupils to complete one of the following statements:

- "During exercise, my heart and lungs..."
- "Athletes need to understand their body because..."

Revisit the idea that understanding the body helps athletes improve performance safely and sustainably.

Fuel for the finish line

Lesson Information

Subject area: Science/Health & Wellbeing

Time requirement: 50 minutes

Activity: Pupils investigate food groups and how the body releases energy for performance

Eric Liddell values: Self-discipline, wise choices, moderation

Key skills:

- Scientific understanding
- Comparing historical and modern contexts
- Interpreting information
- Making reasoned choices

Learning Intentions:

- I am learning to identify the main food groups and their role in supplying energy.
- I am learning to understand how the body releases energy during physical activity.
- I am learning to compare modern athletic diets with those available in the 1920s.

Success Criteria

- I can describe how carbohydrates, fats and proteins are used by the body.
- I can explain why athletes need energy from food to perform well.
- I can compare a modern athlete's diet with what Eric Liddell might have eaten.

Experiences & Outcomes

- SCN 2-12a / 3-12a: I can describe how nutrients are used by the body to maintain health and wellbeing.
- HWB 2-30a: I can make informed decisions to improve my health and fitness.
- SOC 2-04a: I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of others.

Resources:

- Food group information sheet
- Example modern athlete meal plan
- 1920s food list (basic staples: bread, porridge, meat, milk, vegetables)
- Comparison table or worksheet



Uncle Eric Fact

During Eric Liddell's athletic career in the early 1920s, sports nutrition was not a science. Athletes relied on simple, locally available foods rather than specialised diets or supplements.

Careful choices, routine, and self-discipline played a far greater role in maintaining health and performance than technology or products, making Liddell's achievements particularly remarkable.

Fuel for the finish line

Lesson Plan

Introduction:

Ask pupils to list everything they ate the previous day.

Prompt discussion:

- Which foods gave quick energy?
- Which foods helped keep them full for longer?

Introduce the idea that food fuels the body in different ways.

Activity 1: How food becomes energy

Explain there are three basic food groups and each food group has a role:

- Carbohydrates – quick energy
- Fats – long-lasting energy
- Proteins – growth and repair

Explain that metabolism is the process by which the body releases energy from food.

Activity 2: Fuelling success

Provide pupils with:

- A modern athlete's daily diet (including snacks, hydration, recovery foods).
- A list of foods commonly available in the 1920s.

Ask pupils to compare:

- Variety
- Energy sources
- Access to supplements or specialist foods

Discuss how Eric Liddell relied on routine, restraint and sensible choices rather than specialised nutrition.

Activity 3: Exercise and response

Ask pupils to create a simple one-day meal plan using the 1920s food supply list.

For each meal, ask them to explain how their choices provide energy and support physical performance.

Plenary:

Ask pupils to reflect:

- Why is moderation important for health and performance?
- How does self-discipline link to making wise food choices?

Conclude by reinforcing that Eric Liddell's success was shaped not by perfect conditions, but by consistency, balance and self-control — values he lived by both on and off the track

Fuel for the finish line: A modern athlete's diet

Breakfast

- Porridge with milk and banana
 - Gives quick energy
 - Milk helps muscles stay strong
- Water or fruit juice
 - Rehydrates the body

Mid-Morning Snack

- Yoghurt and berries
 - Protein helps muscles repair
- Fruit provides vitamins

Lunch

- Chicken sandwich or wrap
 - Bread gives steady energy
 - Chicken helps muscle repair
- Vegetables
 - Provide vitamins and fibre
- Water or sports drink
 - Helps keep the body hydrated

Afternoon Snack (Before Training)

- Banana or energy bar
 - Provides quick energy for exercise

Dinner (After Training)

- Fish, rice and vegetables
 - Rice replaces energy used in training
 - Fish helps muscles recover

Evening Snack

- Milk or protein shake
 - Supports muscle repair

Supplements

- Protein powder: helps muscle repair
- Sports drinks: replace salts lost in sweat
- Energy gels: give quick energy during long races

Fuel for the finish line: foods available in 1924

Carbohydrates

- Bread (white or brown)
- Porridge oats
- Potatoes
- Barley
- Rice (less common but available)
- Flour (used for baking)
- Sugar
- Jam or marmalade

Fats

- Butter
- Lard or dripping
- Suet
- Cheese (also provides protein)
- Whole milk
- Cream (limited, seasonal)
- Cooking fats from meat

Proteins

- Eggs
- Milk
- Cheese
- Meat (beef, lamb, pork – often in smaller portions)
- Bacon
- Fish (especially local or preserved fish)
- Beans and lentils (dried)

Technologies

From cinders to super-spikes

Lesson Information

Subject area: Technologies/Art/Social Studies

Time requirement: 50 minutes

Activity: Pupils compare the technology, equipment and conditions of Eric Liddell's era with those used by modern athletes, exploring why his 1924 Olympic victory remains exceptional.

Eric Liddell values: Determination, excellence, perseverance

Key skills:

- Evaluating historical change
- Comparing past and present technologies
- Critical thinking
- Interpreting evidence

Learning Intentions:

- I am learning to identify the technology and equipment used by athletes in 1924 and compare it with modern developments.
- I am learning to understand how track surfaces, shoes and training methods have changed over time.
- I am learning to explain why Eric Liddell's 1924 Olympic performance remains exceptional without modern technology.

Success Criteria

- I can describe the key differences between Eric Liddell's racing conditions and those of modern athletes.
- I can explain how modern technologies support performance today.
- I can give clear reasons, supported by evidence, why Liddell's achievement was extraordinary for its time.

Experiences & Outcomes

- TCH 2-05a / TCH 3-05a: Explore how technologies have developed over time and evaluate their impact.
- SOC 2-06a: Use historical evidence to describe changes over time and their significance.
- HWB 2-16a: Understand factors that contribute to improving physical performance.

Resources:

- Images of 1924 equipment (leather spikes, cinder track, starting stance)
- Images of modern technology (carbon-fibre spikes, synthetic tracks, starting blocks, sports science tools)



Uncle Eric Fact

When Eric Liddell sprinted to a world-record 47.6 seconds in the 400m back in 1924, he did it without today's modern technology. His heavy leather shoes, the soft cinder track, and the nascent starting blocks made his feat even more impressive.

While modern athletes enjoy high-tech tracks and gear, Liddell's remarkable speed and skill shine through the ages, proving that raw talent can outshine technology.

From cinders to super-spikes

Lesson Plan

Introduction: Running Then and Now

Show the class two contrasting images:

- Eric Liddell on a cinder track in basic spikes
- A modern 400m sprinter on a synthetic track in high-tech footwear

Ask pupils:

- What differences do you notice immediately?
- Which runner do you think has the advantage – and why?
- How might these differences affect speed, comfort and technique?

Explain that today's lesson explores why Liddell's 1924 performance was remarkable, especially given the equipment available at the time.

Activity 1: Technology Timeline: 1924 vs Today

Give pupils a timeline of key developments in athletics technology (e.g., synthetic tracks, advanced spikes, starting blocks, modern coaching methods).

Ask them to:

- Highlight which technologies did not exist in 1924.
- Categorise developments into:
 - Equipment (shoes, clothing)
 - Surfaces (track evolution)
 - Training (sports science, analysis tools)

Discuss how each development might improve speed, comfort, or technique.

Ask pupils:

- Which modern technologies do you think make the biggest difference?
- Which ones would Eric Liddell have benefited from the most?
- What disadvantages did Eric Liddell face that modern athletes avoid?

Activity 2: Why Was Liddell's Achievement So Great?

Ask pupils to write a short explanation using evidence from the activities:

"Why does Eric Liddell's 47.6-second run remain remarkable, even compared to modern athletes?"

Encourage them to include:

- A reference to at least one technological disadvantage
- A comparison to modern equipment
- A concluding point about Eric Liddell's natural ability and determination

Plenary: The Greatest Advantage

Ask pupils to choose one technology (shoes, track surface, starting blocks, training methods) and complete: "The technology that would have helped Eric Liddell the most is _____ because..."

Invite 2-3 pupils to share their answers.

Extension Activity

Explore the key aspects that contributed to Eric Liddell's steadfast determination, notably his profound faith.

From cinders to super-spikes: technology timeline



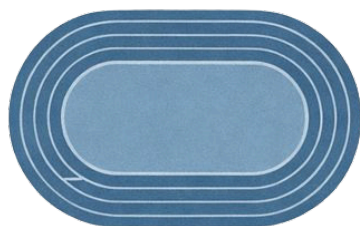
1880s-1920s — Eric Liddell's Era

Leather spikes and cinder tracks
Heavy leather running shoes
Little grip and no energy return
Soft cinder tracks made from coal ash
Tracks slowed runners, especially in bad weather
No starting blocks – runners dug holes in the ground



1930s — Starting Blocks Appear

Metal starting blocks were introduced.
These allowed runners to push off more strongly and improved early acceleration.



1950s-1960s — Better Tracks

Cinder tracks were still commonly used.
Surfaces became firmer and more consistent, leading to small improvements in speed.



1970s-1980s — Shoes and Sports Science

Lightweight shoes replaced heavy leather footwear.
Grip and flexibility improved.
Training became more scientific, with better nutrition and coaching.



1990s-2000s — Precision Training

Video analysis was used to study running technique.
Track surfaces and starting blocks improved further.
Injuries were reduced and performance became more efficient.



2010s-Today — Super-Spikes and High Tech

Carbon-fibre sprint shoes were introduced.
Athletes use motion sensors and performance tracking.
Advanced nutrition and recovery plans support training.
Modern athletes are supported by science and technology.

Design a modern running shoe

Lesson Information

Subject area: Technologies/Art

Time requirement: 50 minutes

Activity: Pupils design a modern running shoe and compare it with footwear available to Eric Liddell in 1924

Eric Liddell values: Determination, excellence, perseverance

Key skills:

- Design thinking
- Understanding materials and function
- Evaluating technological impact
- Applying historical context to modern design

Learning Intentions:

- I am learning to understand how technological design can influence human performance in sport.
- I am learning to explore how the limitations of past technology affected athletes in Eric Liddell's time.
- I am learning to appreciate the role of personal qualities such as determination and discipline when technology is limited.

Success Criteria

- I can describe the key features of modern running shoes.
- I can identify the limitations of running shoes from the 1920s.
- I can produce a labelled design of a running shoe.
- I can explain why Eric Liddell's achievement was exceptional for its time.

Experiences & Outcomes

- TCH 2-11a / TCH 3-11a: Apply design processes to solve problems and justify choices.
- SOC 2-04a: Understand how past conditions differed from today.
- LIT 2-09a: Explain ideas clearly using appropriate vocabulary.

Resources:

- Images or examples of modern running shoes
- Images of early 20th-century running shoes (leather spikes)
- Template of running shoe
- Paper, pencils, colouring materials
- Optional: iPads for research or digital design tools such as Keynote, Sketch School or Adobe Express



Uncle Eric Fact

In 1924, Eric Liddell raced in heavy leather running shoes with thin soles and metal spikes, designed mainly for durability rather than performance.

Modern running shoes are engineered using lightweight materials, cushioning and energy-return technology to improve speed and reduce fatigue.

This contrast shows that Liddell's Olympic gold was achieved despite limited shoe design, relying far more on his athletic ability and determination than the technology.

Design a modern running shoe

Lesson Plan

Introduction: Running Then and Now

Show pupils a modern running shoe or an image of one.

Ask pupils:

- What materials can you see?
- What do you think this shoe is designed to do well?
- How might this shoe help an athlete run faster or more comfortably?

Then show an image of a 1920s running shoe and list its features with the class:

- Heavy leather upper
- Thin sole
- Metal spikes
- No cushioning
- Very little flexibility

Discuss the idea that Eric Liddell ran a world-record time using footwear that offered no performance advantage.

Activity 1: Running Shoes: 1924 vs Today

In pairs or small groups, pupils compare running shoes from 1924 and today.

- **Materials:** Heavy leather **vs** Lightweight synthetic materials
- **Comfort:** No cushioning or shock absorption **vs** Cushioned soles with energy return
- **Grip:** Poor grip, especially in wet conditions **vs** Designed grip and traction
- **Impact on runner:** Increased fatigue and discomfort **vs** Reduced fatigue and injury risk

Discuss as a class:

- Which athlete has the technological advantage?
- What did Eric Liddell rely on instead of technology?

Guide pupils towards answers such as training, discipline, resilience, technique and mental strength.

Activity 2: Design a shoe

Ask pupils to design a modern running shoe for a 400 metre sprinter.

Encourage them to include:

- A shoe name
- A labelled diagram (or use the template)
- Materials used
- Key features such as grip, cushioning and flexibility
- An explanation of how each feature improves performance

Challenge question to think about: If Eric Liddell ran in shoes like this, how might his performance have changed?

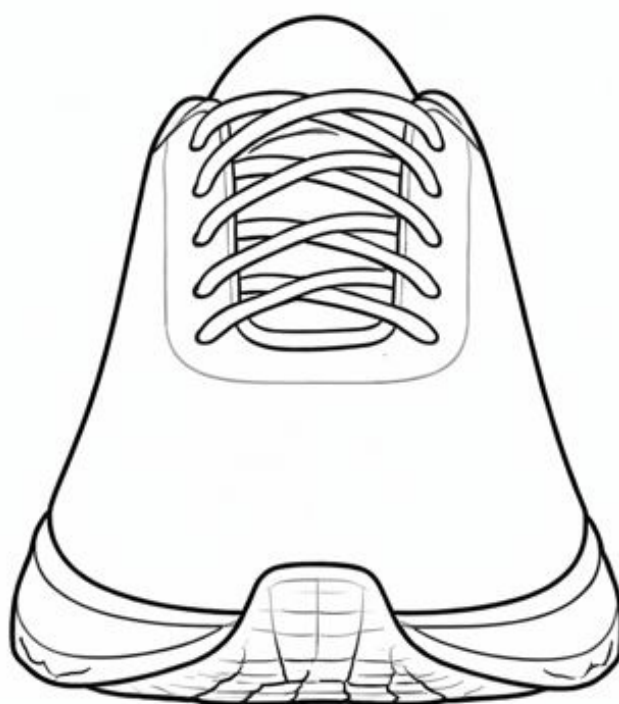
Plenary: Reflection

Whole-class reflection using the following prompts:

- Why was Eric Liddell's Olympic gold medal such an impressive achievement?
- Can technology win a race on its own?
- What mattered most in Eric Liddell's success?

Conclude by reinforcing that Eric Liddell succeeded without modern technology, relying instead on determination, discipline and integrity.

A legend.
A legacy.
A lifetime of inspiration.



Expressive Arts

A step to victory

Lesson Information

Subject area: Expressive Arts/Art/Social Studies

Time requirement: 50 minutes

Activity: Pupils paint an image of Eric Liddell crossing the finish line in the 400m Olympic race.

Eric Liddell values: Determination, perseverance, courage

Key skills:

- Creativity
- Observation
- Fine motor skills
- Storytelling through Art

Learning Intentions:

- I am learning about Eric Liddell's Olympic win and why it was important.
- I am learning to use painting to represent an important historical moment.
- I am learning how values like determination and courage can be shown in art.

Success Criteria

- I can describe why Eric Liddell's 400m win was special.
- I can paint an image that shows Eric crossing the finish line.
- I can explain how I showed his determination through my artwork.

Experiences & Outcomes

- EXA 1-02a / EXA 2-02a: I have the opportunity to choose and explore an extended range of media...
- SOC 1-04a / SOC 2-04a: I can compare and contrast a society in the past with my own...
- HWB 1-23a / HWB 2-23a: I can recognise the contribution of individuals to sporting achievements.

Resources:

- Images of Eric Liddell running and crossing the finish line (from Olympic archives).
- Olympic race clip (short film or stills).
- Painting materials: paper, paints, brushes OR iPads or computers with a drawing app (e.g., Sketches, Adobe Fresco, Procreate, or Keynote/Pages markup tools).



Uncle Eric Fact

When Eric Liddell won the 400m Olympic gold medal in Paris in 1924, he was running in the outside lane, which was thought to be the hardest place to start.

Despite this disadvantage, he not only won the race but also set a new world record of 47.6 seconds

A step to victory

Lesson Plan

Introduction: Eric Liddell's life

Show pupils a short clip or image of Eric winning the 400m in Paris 1924.

Ask: "What do you notice about his face, his body, the crowd?"

Write down describing words like determined, fast, joyful, tired.

Activity 1: Exploring Eric's Values

Brief discussion: Why was this win so special?

- He wasn't expected to win because it wasn't his best event
- He ran from the outside lane, and he still set a world record.

Activity 2: Recreate the moment

Ask pupils to create a painting of Eric crossing the finish line.

Encourage them to capture movement, energy, and emotion.

They can include the track, other runners, and cheering crowds etc.

You might like to discuss composition and colour with older pupils

Importance of Composition:

Show pupils how to think about composition (where to place Eric in the picture).

Do they want him centre stage crossing the line, or slightly to the side with the cheering crowd behind?

Where will the finish line ribbon go? How can they make Eric stand out compared to other runners?

Demonstrate simple ways to sketch the layout before painting (quick pencil outlines, or digital layers for background/foreground).

Using Colour to Tell the Story:

Introduce the idea that colour can show emotion and energy:

Bright colours (red, orange, yellow) can suggest excitement and movement.

Blues and purples can show shadow, strain, or focus.

Green or grey tones for the stadium background can help Eric's white running vest pop out.

Encourage pupils to think about how they want people to feel when they see the painting – proud, excited, amazed?

Plenary: Peer Assessment.

pupils should be given the opportunity to view each other's work and reflect on it.

Hold a gallery walk – pupils display their paintings and talk about how they showed Eric's determination and courage in their artwork.

Extension Activity

pupils could chose a contrasting moment in Eric Liddell's life and paint that. Can they express the difference in emotion through colour and images.

Design a medal

Lesson Information

Subject area: Expressive Arts / Art / Social Studies

Time requirement: 50 minutes

Activity: Pupils design a medal to celebrate Eric Liddell's Olympic victory and life achievements.

Eric Liddell values: Integrity, perseverance, Determination, Kindness

Key skills:

- Creativity
- Design development
- Symbolism
- Digital or traditional art

Learning Intentions:

- I am learning about why medals are awarded and what they symbolise.
- I am learning about Eric Liddell's achievements on and off the track.
- I am learning to use shapes, symbols, and colour to create a medal design that tells a story.

Success Criteria

- I can describe Eric Liddell's key achievements.
- I can design a medal that uses colour and symbols to represent his life and values.
- I can explain the choices I made in my medal design.

Experiences & Outcomes

- EXA 1-06a / EXA 2-06a: I can create and present work that shows developing skill in using the visual elements and concepts.
- SOC 1-04a / SOC 2-04a: I can explore the achievements of individuals who have shaped history and inspired others.
- HWB 1-23a / HWB 2-23a: I can recognise effort, achievement and success in myself and others.

Resources:

- Examples of Olympic medals (1924 Paris design, modern designs).
- Pictures of Eric Liddell and key symbols (running shoes, track, Bible, rugby ball, Scotland's thistle).
- Paper and art supplies OR laptop/ iPads with design apps (Keynote, Adobe Express, Sketches)



Uncle Eric Fact

Unlike today's Olympics, where athletes receive their medals on a podium, Eric Liddell's 1924 Olympic gold medal was actually sent to him in the post after the Games!

There was no ceremony, no anthem, and no podium.

Design a medal

Lesson Plan

Introduction: Eric Liddell's life

Show pupils examples of Olympic medals across the years.

Discuss:

- What do medals have in common? (shape, ribbon, images, shiny surface)
- What makes each medal unique to its time and story?



Activity 1: Exploring Eric's Values

Share Eric's 3 key values: Passion, Compassion, Integrity.

Discuss what these mean in everyday life (e.g., compassion = helping a friend when they are sad).

Pupils suggest more values connected to Eric Liddell's life and how they might demonstrate them (e.g., determination, fairness, caring).

Activity 2: Brainstorming Eric's Symbols

As a class, list Eric's achievements: Olympic gold medalist (400m), world record, international rugby player, missionary in China.

Discuss some symbols and what they could represent:

- Running shoes/track = athletic success
- Torch/sun = determination and speed
- Thistle = Scotland
- Bible/dove = faith and peace
- Globe = his work in China

Pupils sketch quick ideas of what symbols they might include.

Activity 3: Diary Entry

Use either a traditional or digital approach to designing a medal. You could use the templates on the next page to help or ask pupils to use their creativity skills to design their own from scratch.

Traditional option: Pupils draw or use a template of a medal) and sketch their design. Add colours using paint, crayons, or foil. Encourage use of borders, symmetry, and bold symbols.

Digital option: Pupils use iPads to design their medal. In Keynote or Adobe Express, they can layer shapes, import symbols, and use gradients to give a metallic effect. They might add text like "1924 Paris" or "Eric Liddell – Integrity."

Plenary: Peer Assessment.

pupils should be given the opportunity to share their work:

Showcase medals in a class display or digital gallery.

Invite pupils to explain:

- Which achievement or value their medal represents.
- Why they chose those colours and symbols.

Extension Activity

pupils could design a trophy or certificate to go with their medal

A legend.
A legacy.
A lifetime of inspiration.

Design a medal



Social Sciences

Mapping Eric Liddell's world

Lesson Information

Subject area: Geography / Social Studies

Time requirement: 50 minutes

Activity: Pupils map Eric Liddell's movements between China, Scotland and France, and compare geographical features of both countries.

Eric Liddell values: Integrity, compassion, global citizenship

Key skills:

- Map reading
- Locating world regions
- Interpreting geographical movement
- Understanding global connections

Learning Intentions:

- I am learning to identify the key countries and cities connected to Eric Liddell's life.
- I am learning how to show human movement on a world map.
- I am learning to interpret how people can be linked to multiple places.

Success Criteria

- I can identify and label key locations from Eric Liddell's life on a world map.
- I can draw a clear route of his global movements.
- I can describe how Eric Liddell had international connections.

Experiences & Outcomes

- SOC 2-07a / SOC 3-07a: Using maps to locate and identify key features.
- SOC 2-14a: Understanding how people and places are connected.
- SOC 2-12a: Understanding migration and movement.

Resources:

- Eric Liddell Timeline
(<https://ericliddell.org/wp-content/uploads/2023/12/Timeline.pdf>)
- Blank world maps or digital maps or the world map template
- Atlases / Apple Maps / Google Earth
- Images of China and Scotland (landscapes, cities, climate maps)



Uncle Eric Fact

Eric Liddell spent the first five years of his life in North China, where his Scottish parents worked as missionaries. Growing up in Chinese communities gave him early exposure to a culture, language and way of life very different from Scotland, shaping his sense of identity from a young age.

His life involved repeated travel between China, Scotland and France, giving him a genuinely international upbringing and identity.

Mapping Eric Liddell's world

Lesson Plan

Introduction: Eric Liddell's Travels

Display four place names: Tianjin, Edinburgh, Paris, Weihsien (Weifang).

Ask pupils to place them on a blank world outline map as an initial estimation.

Discuss:

- Where the places actually are.
- How you could travel to them now and over 100 years ago.

Activity 1: Locating key places

Using the timeline information, ask pupils to mark the following locations on the map and label them:

- North China (birthplace)
- Scotland / Edinburgh (childhood, education)
- London (boarding school – optional extension)
- Paris (1924 Olympics)
- Weihsien / Weifang (internment camp)

Activity 2: Mapping Eric's Life

Ask pupils to draw arrows on their map showing his global travel:

- China to Scotland
- Scotland to China
- China to Scotland (university period)
- Scotland to France (Olympics)
- Scotland to China (mission work)
- Movement within China (teaching to the internment camp)

Pupils could annotate their map with the reasons why he moved or with information about what he did in each place.

Activity 3: Global Connections

Eric Liddell travelled a lot at a time when it was unusual to do so. How do you think it affected him? Ask pupils to answer the following

- Why might Eric Liddell have felt connected to more than one country?
- How can movement between countries shape identity?
- How did Eric Liddell's early life in China influence his later choices?

Plenary: Corners debate

Assign each corner of the room to one country (Scotland/France/China) and ask pupils to move to the place they think had the biggest influence on Eric's life. Give each group five minutes to discuss why they made their choice and get a spokesperson from each corner to feedback their answer to the rest of the class.

Extension Activity

pupils could investigate the methods of transport used by Eric Liddell to go to each place and the time it took. This could be added to their maps.

A legend.
A legacy.
A lifetime of inspiration.

Mapping Eric Liddell's world



Comparing countries

Lesson Information

Subject area: Geography / Social Studies

Time requirement: 50 minutes

Activity: Pupils compare Scotland and China using physical and human geography.

Eric Liddell values: Curiosity, global citizenship, open-mindedness

Key skills:

- Comparing contrasting regions
- Analysing climate and land use
- Interpreting population and human activity
- Drawing conclusions from geographical evidence

Learning Intentions:

- I am learning to compare the physical geography of Scotland and China.
- I am learning about differences in climate, population and landscapes.
- I am learning how geography influences people's lives.

Success Criteria

- I can identify key differences and similarities between Scotland and China.
- I can describe how climate, resources and landscape vary across countries.
- I can explain how these differences shaped aspects of Eric Liddell's experiences.

Experiences & Outcomes

- SOC 2-10a / SOC 3-10a: Comparing local areas with contrasting global locations.
- SOC 2-07a: Interpreting maps and environmental features.
- SOC 2-09a: Understanding how geography affects ways of life.

Resources:

- Climate maps of China and Scotland
- Population density maps
- Photos of rural and urban landscapes in both countries
- Eric Liddell Timeline
(<https://ericliddell.org/wp-content/uploads/2023/12/Timeline.pdf>)



Uncle Eric Fact

Eric lived in both China and Scotland during his childhood and adulthood, giving him first-hand experience of two very different cultures and ways of life. Moving between these places shaped his understanding of the wider world from an early age.

This mix of cultural experiences helped develop his empathy and global outlook. It also influenced his decision to return to China as an adult, where he devoted himself to teaching and supporting the communities he had known since childhood.

Comparing countries

Lesson Plan

Introduction: Eric Liddell's life

Show two landscape photos side by side — one Scottish, one Chinese.

Ask pupils:

- “What differences can you spot in climate, landscape, or buildings?”
- Collect observations and introduce the idea of contrasting geographies

Activity 1: Physical Geography Comparison

Using printed resources or internet research ask pupils to compare:

- Climate: Scotland's temperate climate vs China's vast climate zones.
- Landforms: Highlands vs Chinese mountains, plains and river systems.
- Natural resources: Energy, agriculture, and industrial regions.

Pupils can create a two-column comparison table titled “Scotland” and “China”.

In pairs/small groups, they use maps, images and class information to list key points under each heading: climate, landforms and natural resources. Once both columns are complete, pupils can highlight or underline any features that are similar between the two countries and circle (or highlight in a different colour) features that show strong contrasts. They then discuss what these differences might mean for how people live and work in each place.

Activity 2: Human Geography Comparison

In small groups/pairs investigate:

- Population: Scotland's 5.4 million vs China's 1.4 billion.
- Population density: Low-density rural Borders vs high-density cities like Beijing or Shanghai.
- Culture: Languages, traditions, festivals, religions.
- Development: Differences in infrastructure, transport and urban growth.

Optional: Show a population density heatmap on Google Earth.

Activity 3: Cultural Effects

As a class or in small groups think about and discuss the following questions:

- How might moving between Scotland and China have shaped Eric's identity?
- What challenges would he have faced adapting to different climates or cultures?
- How might these experiences have contributed to his compassion and global outlook?

Ask pupils to write a short paragraph summarising their findings.

Plenary: “One Big Difference, One Big Similarity”

Ask every pupil to name one major difference and one shared feature between Scotland and China. You could use show-me boards to get a quick response or collate answers on post-its to make a display.

Extension Activity

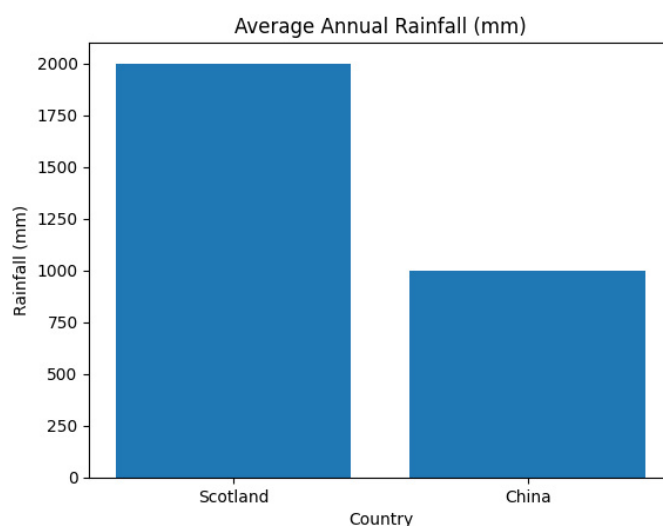
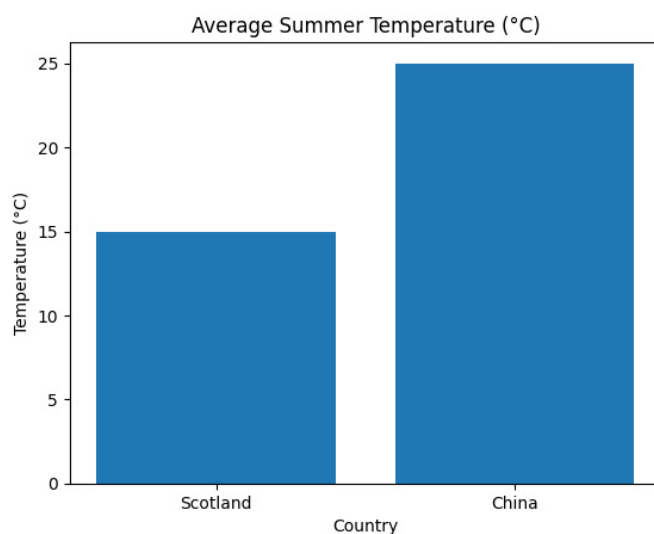
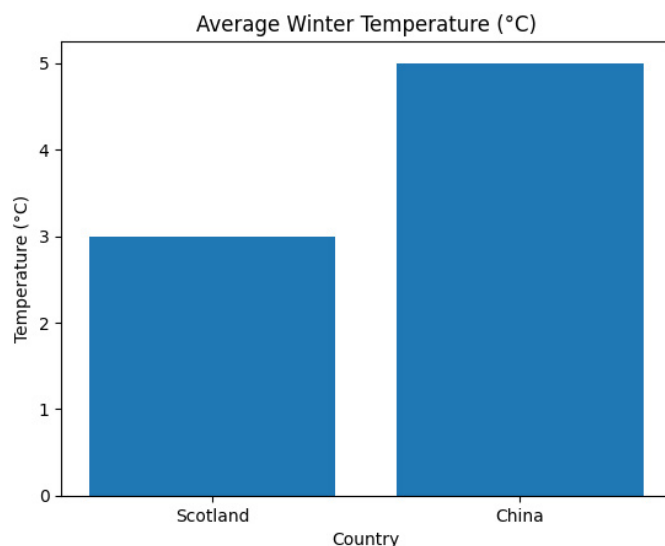
pupils could design an infographic with key information about both countries either on paper or using an online platform (eg Adobe Express which has a variety of templates to help get pupils started)

Comparing countries - Data sheet

Scotland and China have different climates due to their location, size and physical geography. By studying the graphs, you can identify how temperature and rainfall vary between the two countries and begin to notice clear patterns.

Climate plays an important role in shaping how people live. Differences in temperature can affect the clothes people wear and the types of homes they live in. Differences in rainfall can influence farming, transport and daily routines. Use the graphs to explore how these factors might vary between Scotland and China.

Eric Liddell lived in both Scotland and China during his lifetime. By interpreting the climate graphs, you can consider how adapting to a different climate may have affected his daily life and work. The information in the graphs helps explain why people living in different parts of the world experience life in different ways.



Life in Weihsien Internment Camp

Lesson Information

Subject area: Modern Studies / Social Studies

Time requirement: 50 minutes

Activity: Pupils examine human rights, deprivation and community resilience through the example of the Weihsien Internment Camp.

Eric Liddell values: Compassion, service, integrity

Key skills:

- Human rights analysis
- Critical thinking
- Evaluating leadership in crisis
- Understanding conflict and power

Learning Intentions:

- I am learning about the conditions experienced by civilians during wartime internment.
- I am learning to identify which rights were restricted or denied in the Weihsien Camp.
- I am learning how individuals can support and protect others in times of crisis.

Success Criteria

- I can describe living conditions in the Weihsien Internment Camp.
- I can link these conditions to specific human rights issues.
- I can explain how Eric Liddell showed leadership, compassion and service.

Experiences & Outcomes

- SOC 3-17a: I can discuss the rights and responsibilities of individuals and groups.
- SOC 3-16b: I can evaluate how people contribute to society in challenging circumstances.
- HWB 3-02a: I can reflect on moral choices and their consequences.

Resources:

- UNCRC / UDHR summaries (teacher-provided)
- Eric Liddell Educational Film:
<https://ericliddell.org/wp-content/uploads/2023/03/EL100-Educational-Film-2023.mp4>
- Map of Weihsien (optional)
- Eric Liddell Timeline
(<https://ericliddell.org/wp-content/uploads/2023/12/Timeline.pdf>)



Uncle Eric Fact

When Eric Liddell was imprisoned in the Weihsien Internment Camp during the Second World War, he became a central figure in keeping the community functioning. Despite harsh conditions, he organised lessons, sports activities and counselling for young people who had been separated from their families. Many recalled that his calm, steady presence helped them cope with fear and uncertainty during the most difficult periods of captivity.

Even as food shortages, illness and overcrowding intensified, Eric continued to prioritise the needs of others. His commitment to service earned him deep respect within the camp, and many survivors later described him as the moral and emotional anchor of their community. His actions showed how leadership and compassion can flourish even in the most deprived and restrictive environments.

Life in Weihsien Internment Camp

Lesson Plan

Introduction:

Present pupils with three words: LOSS – FEAR – COMMUNITY.

- Ask them to choose one and write a short prediction about what life in an internment camp might involve.
- Gather a small sample of responses to set the tone and context.

Activity 1: Conditions and rights

In small groups, ask pupils to research/discuss conditions in the Weihsien Camp (overcrowding, limited food, lack of medicine, restricted freedom). They could use the internet or highlight key information on the Weihsien Camp Information sheet

Ask each group to record:

- What do we know?
- What do we wonder?
- What rights were affected? (e.g., right to food, education, safety, freedom of movement)

Prompt pupils to link evidence to human rights terminology.

Activity 2: Leadership and Hope

Pupils examine examples of how Eric Liddell supported others in the camp:

- Teaching children in makeshift classrooms
- Organising sports and games
- Providing emotional support and mediation
- Helping keep morale high despite hardship

Ask pupils:

- “What qualities did Eric show?”
- “Why were they so important in this environment?”

Activity 3: Cultural Effects

Pose the question to pupils in pairs or small groups:

“Which single right do you think mattered most in the camp — and why?”

Groups choose from:

- Right to food
- Right to safety
- Right to education
- Right to family life
- Right to dignity

Each group presents a short (60 s or less) justification.

Plenary:

Ask every pupil to complete a reflection sentence:

“One thing I learned about human rights from Eric Liddell’s experience was ...”

Life in Weihsien Internment Camp: Information sheet

Information:

Weihsien Internment Camp was a place where civilians were held during the Second World War. People from different countries, including teachers and families, were kept there by Japanese forces. Eric Liddell was one of the people imprisoned in the camp.

Life in the camp was very difficult because it was overcrowded. Many people had to share small living spaces, and there was very little privacy. Everyday life was closely controlled.

Food in the camp was limited, and meals were often small and not very nutritious. There was also a lack of medicine, which meant illnesses could not always be treated properly.

People in the camp had restricted freedom. They were not allowed to leave and had little choice about how they spent their day. Even in these conditions, some people helped others by teaching, organising games and offering support.

Key Vocabulary

Internment camp

A place where people are kept under guard and not allowed to leave, usually during a war.

Civilian

A person who is not part of the army or armed forces.

Overcrowded

When too many people are in one place, making it uncomfortable or unsafe.

Limited

When there is not much of something available.

Nutrition

The food people need to stay healthy and grow properly.

Medicine

Drugs or treatments used to help people recover from illness or injury.

Restricted freedom

When people are not allowed to make their own choices or move freely.

Daily routine

The regular activities people do each day.

Support

Helping someone physically, emotionally or practically.

RME

Personal values

Lesson Information

Subject area: Health and Wellbeing/English/RME

Time requirement: 50 minutes

Activity: Pupils write a personal values statement inspired by Eric Liddell quotes

Eric Liddell values: Integrity, purpose, conviction

Key skills:

- Reflection
- Ethical reasoning
- Self-awareness
- Literacy

Learning Intentions:

- I am learning to identify values that are important to me.
- I am learning to explain how values influence choices and behaviour.

Success Criteria

- I can select a quote that reflects a value I recognise or admire.
- I can explain what the quote means in my own words.
- I can write a short personal values statement linked to my own life.

Experiences & Outcomes

- HWB 2-02a / 3-02a: I can explain the factors that influence my choices and behaviour and recognise the role of peer pressure, values and beliefs.
- RME 2-09a / 3-09a: I am developing my understanding of how people live out their beliefs and values in different situations.
- LIT 2-26a / 3-26a: By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

Resources:

- List of Eric Liddell quotes
- List of Eric Liddell's values:
<https://ericliddell.org/wp-content/uploads/2023/12/Eric-Liddell-Values.pdf>
- Optional writing scaffold



Uncle Eric Fact

Eric Liddell believed that success meant living according to his values, not simply winning races.

This belief guided his decisions both on and off the track, including stepping away from athletics while at the height of his career.

His life shows that values influence everyday choices, not just big public moments.

Personal values

Lesson Plan

Introduction: Discovering Eric's Words

Display 4-6 quotes by Eric Liddell around the room and ask pupils to read them quietly and think about one that stands out most to them.

Ask pupils to note down their chosen quote.

Activity 1: Explaining Eric's Words

Ask pupils to explain their chosen quote in their own words.

They should write a short paragraph responding to:

- What does this quote mean?
- What value does it show? (e.g. honesty, commitment, courage, purpose)

Share the Eric Liddell 100 Values to help pupils

Activity 2: Write a Personal Value Statement

Introduce the idea of a personal values statement. (there are examples in the resources)

Explain that: a values statement explains what matters to you and how it guides the way you act.

Ask pupils to write a short values statement (5-8 sentences) that includes:

- The quote they chose
- Why this value matters to them
- One example of how it might influence a choice they make

Encourage honesty and realism in the statements. It is not about being perfect all the time..

Plenary: Sharing Statements

Invite pupils (voluntarily) to share:

- one value they wrote about, or
- one sentence they are proud of.

Finish by reinforcing:

- Everyone has values, whether they realise it or not.
- What matters is recognising them and acting on them consistently.

Extension Activity

Ask pupils choose one value from their statement and create a short action plan for how they could live it out over the next week.

They should include:

- the value
- one specific action
- a possible challenge
- how they would respond if it becomes difficult

Personal values: Eric Liddell quotes

“God made me fast. And when I run, I feel His pleasure.”

“I believe God made me for a purpose, but He also made me fast.”

“Run in such a way that you may obtain the prize.”

“Circumstances may appear to wreck our lives and God’s plans, but God is not helpless among the ruins.”

“We are all missionaries. Wherever we go, we either bring people nearer to Christ, or we repel them from Christ.”

“I am a Christian first and last.”

“The secret of my success lies in the fact that I run the first two hundred metres as hard as I can.”

“Life holds far more than athletic success.”

“I am standing firm on what I believe.”

“God knows I love sport, but I love Him more.”

Personal values: writing scaffold

1: Choose One Quote

Write the quote you are going to focus on:

2 What Does the Quote Mean?

Complete the sentence:

I think this quote means:

3: Why Does This Value Matter to Me?

Choose one sentence starter and finish it:

This value matters to me because ...

This value is important to me because ...

4: How Does This Value Influence My Choices?

Complete one sentence:

This value influences my choices by ...

An example of this value in my life is ...

5: My Personal Values Statement

Write a short paragraph using your best ideas:

Eric's moral choice

Lesson Information

Subject area: Health and Wellbeing/English/RME

Time requirement: 50 minutes

Activity: Differentiated reading and discussion exploring moral decision-making

Eric Liddell values: Integrity, compassion, responsibility, respect for others

Key skills:

- Comprehension
- Ethical reasoning
- Reflection
- Literacy

Learning Intentions:

- I am learning to understand how beliefs and values influence moral choices.
- I am learning to explore how people respond when beliefs and responsibilities come into conflict.
- I am learning to reflect on how compassion and integrity guide decisions.

Success Criteria

- I can explain why Eric Liddell chose not to play sport on Sundays.
- I can describe the moral dilemma Eric faced in the internment camp.
- I can explain why refereeing was an important and thoughtful choice.
- I can give my own view on Eric's decision and justify it.

Experiences & Outcomes

- RME 2-02a – I can explain how beliefs and values influence moral decisions.
- RME 2-09a – I am developing my understanding of how people live out their beliefs in different situations.

Can be extended to Third level by requiring a comparison with pupils' own values or other belief systems.

Resources:

- Three versions of the comprehension text:
 - Understanding the Story (foundation level)
 - Exploring the Moral Choice (developing level)
 - Evaluating the Moral Choice (extending level)
- Highlighters or annotation tools
- Discussion or reflection prompts



Uncle Eric Fact

Eric Liddell believed strongly that Sunday should be kept as a day of rest and worship, which is why he refused to race on that day.

While imprisoned in an internment camp, he faced a new situation where sports matches could become dangerous and people were at risk of injury.

Eric chose to referee games on Sundays instead of playing, showing that he believed protecting others and preventing harm was an important part of living out his faith.

Eric's moral choice

Lesson Plan

Introduction: Discovering Eric's Words

Pose the question:

"Is it ever right to change how you follow a rule in order to protect others?"

Let pupils think for a few minutes, then share ideas with a partner. Do not resolve the discussion yet.

Activity 1: Eric's difficult decision

Explain clearly that all pupils are learning about the same event in Eric Liddell's life, using different texts that support different types of thinking.

Assign or allow choice of reading:

- [Understanding the Story](#) – supported or shared reading
- [Exploring the Moral Choice](#) – independent or paired reading
- [Evaluating the Moral Choice](#) – independent reading with deeper challenge

Pupils should highlight or annotate the text as they read and answer the questions that go with their text:

Activity 2: Class discussion

As a class discuss:

- Did Eric change his beliefs or apply them differently?
- Why might refereeing be an act of compassion?
- Was this an easy or difficult moral choice? Why do you think this?

Encourage honesty in their answers - nobody is perfect

Plenary: Written reflection

Ask pupils to complete one of the following prompts:

- Eric's moral choice was challenging because...
- This story shows that beliefs matter because...
- I agree / disagree with Eric's decision because...

Ask pupils to volunteer answers and share them with the rest of the class.

Extension Activity

Ask pupils to rewrite the story from the point of view of someone in the camp who felt safer because Eric was refereeing.

Eric's moral choice: reading comprehension

Understanding the Story

Eric Liddell believed that Sunday was a special day for rest and worship. Because of this, he chose not to take part in sporting events on Sundays, even when it meant missing out on important opportunities. He believed that his faith should guide how he lived his life.

Later, Eric was kept in an internment camp during the war. Life in the camp was difficult, and people played sports to help pass the time. Sometimes the games became rough and people could get hurt.

Eric did not play sport on Sundays, but he agreed to referee games instead. By doing this, he helped keep people safe and made sure the games were fair.

Questions

What did Eric believe about Sundays?

What was happening in the internment camp that caused a problem?

What did Eric choose to do instead of playing sport?

Eric's moral choice: reading comprehension

Exploring the Moral Choice

Eric Liddell believed strongly that his Christian faith should guide his actions. One of his key beliefs was that Sunday should be kept as a day of rest and worship, which is why he refused to compete in sporting events held on that day.

While imprisoned in a Japanese internment camp during the Second World War, Eric saw that sport helped people cope with daily life. However, matches could become aggressive and sometimes led to injuries, especially when there was no one to control the games.

Eric chose not to play sport on Sundays, but he did agree to referee matches. This allowed him to reduce the risk of people being hurt while still remaining true to his beliefs.

Questions

What belief guided Eric's actions about Sundays?

What situation in the camp created a moral problem for Eric?

What decision did Eric make to respond to this situation?

Eric's moral choice: reading comprehension

Evaluating the Moral Choice

Eric Liddell believed that faith was not only about personal rules, but about how those beliefs were lived out in real situations. His conviction that Sunday should be kept as a day of rest and worship led him to refuse to compete in sporting events held on that day, even at great personal cost.

During his imprisonment in a wartime internment camp, Eric faced a complex moral dilemma. Sport was important for morale, but games often became heated and sometimes resulted in injury or conflict. Ignoring the situation would have put others at risk.

Eric decided not to play sport on Sundays, but instead took on the role of referee. This choice allowed him to uphold his beliefs while also protecting others, showing that he understood moral decisions to involve both integrity and responsibility.

Questions

What belief did Eric hold about Sundays and faith?

What was the moral dilemma Eric faced in the internment camp?

What decision did Eric make, and how did it address both belief and responsibility?

Eric's moral choice: reading comprehension

Expected answers

Understanding the Story

1. Eric's belief: Eric believed Sunday was a special day for rest and worship and that he should not take part in sport on that day.
2. The situation he faced: In the internment camp, sports games could become rough and people risked being hurt.
3. The decision he made: Eric chose to referee games on Sundays instead of playing.

Exploring the Moral Choice

1. Eric's belief: Eric believed his Christian faith should guide his actions, including keeping Sunday as a day of rest and worship.
2. The situation he faced: Sport helped people cope in the camp, but games could become aggressive and lead to injuries.
3. The decision he made: Eric decided not to play sport on Sundays but to referee matches to keep people safe.

Evaluating the Moral Choice

1. Eric's belief: Eric believed faith should shape how beliefs are lived out, including keeping Sunday for rest and worship.
2. The situation he faced: Eric faced a moral dilemma where sport supported morale but also caused conflict and injury.
3. The decision he made: Eric chose to referee rather than play, balancing his beliefs with responsibility to protect others.

Health & Wellbeing

The 47.6 second challenge

Lesson Information

Subject area: Physical Education

Time requirement: 50 minutes

Activity: Timed physical and skill-based challenges completed in 47.6 seconds

Eric Liddell values: Determination, self-discipline, focus, integrity

Key skills:

- Coordination
- Resilience
- Self-improvement

Learning Intentions:

- I am learning to perform physical tasks accurately within a fixed time limit.
- I am learning to time, record and manage an activity fairly.
- I am learning to pace myself and stay focused under pressure.

Success Criteria

- I can complete a physical challenge within 47.6 seconds.
- I can record a clear, countable score.
- I can time another person accurately and fairly.
- I can reflect on how focus and control affected my performance.

Experiences & Outcomes

- HWB 2-21a / 3-21a – I practise and refine movement skills in different contexts.
- HWB 2-22a / 3-22a – I understand how effort, pace and control affect performance.
- HWB 2-23a / 3-23a – I can evaluate my performance and set targets for improvement.

Resources:

- Stopwatch or timer (set precisely to 47.6 seconds)
- Cones, balls, beanbags, skipping ropes
- Score sheets and pencils
- Whistle or clear start/stop signal



Uncle Eric Fact

At the 1924 Paris Olympics, Eric Liddell won the 400 metres in 47.6 seconds, setting a new world record.

He ran from the outside lane, which at the time was considered a clear disadvantage because runners could not see their competitors.

Despite the pressure and the challenge, Liddell ran with control and confidence, showing that focus and discipline mattered more than perfect conditions.

The 47.6 second challenge

Lesson Plan

Introduction: 47.6 Seconds

Discuss the importance of 47.6 seconds – the time that secured Olympic gold for Eric Liddell at the 1924 Olympic Games.

Emphasise that today's lesson is not about winning, but about focus, effort, and improvement.

Lead a dynamic warm-up: Jogging, high knees, heel flicks, arm circles, lunges, light stretching etc

Activity 1: Rules and Roles

Explain to pupils that they will be working pairs or groups of three to carry out a challenge in 47.6 seconds. Within each group of three:

- One person is the performer (completes the challenge).
- One person is the timer (starts and stops the timer exactly at 47.6 seconds).
- One person is the recorder (writes down the score).

In pairs, the person timing also records the score.

Roles must rotate so everyone performs, times, and records at least once.

Activity 2: 47.6 Second Challenges

Set up 5–6 clearly marked stations, each with one countable challenge at each. Check out the list of ideas to find ones that suit your learning environment.

Each pair or group completes one station at a time.

The timer gives a clear “Ready – Go” and “Stop” call.

Only correct, controlled actions count.

After one attempt each, groups rotate to the next station.

To prevent delays and frustration, arrange a few extra activity stations beyond the number of participating groups.

Activity 3: Beat your score

Ask pupils to choose two challenges to repeat.

Ask them to think about HOW they could improve before they reattempt it.

Pupils should attempt to improve their original score by staying calm and pacing better, not by cutting corners.

Plenary: Whole-class reflection:

Ask pupils:

- Which role was hardest – performer, timer or recorder?
- Why does accurate timing matter?
- How did focus affect results?

Link back to Eric Liddell:

- His success came from discipline and precision, not chaos.

Extension Activity

Ask pupils to design their own 47.6-second challenge, clearly explaining how it will be timed, scored, and completed fairly.

The 47.6 second challenge

Physical Challenges

- Star jumps completed
- Squats completed
- Step-ups onto a bench or step
- Shuttle runs between two lines
- Sit-ups or curl-ups completed
- High-knees counted one leg at a time
- Heel taps on a marked line
- Forward lunges completed

Skills Challenges

- Successful ball passes against a wall
- Beanbags thrown accurately into a hoop
- Cups stacked and unstacked
- Ball bounces caught cleanly
- Targets hit with a soft ball
- Coins stacked without toppling
- Post-it notes placed accurately on a grid
- Paper balls thrown into a bin
- Foot taps on a ball between cones

Mental Focus Challenges

- Multiplication facts answered correctly
- Words made from a given root word
- Countries, animals, or sports named
- Times-table written accurately
- Spelling words written correctly
- Maths cards matched to answers
- Timeline events placed in order
- True/false questions answered correctly
- Numbers counted backwards accurately

The 47.6 second challenge - record card

Name:

Challenge	Number (1st Attempt)	Number (2nd Attempt)

Training without technology

Lesson Information

Subject area: Physical Education

Time requirement: 50 minutes

Activity: Pupils design a structured fitness training programme inspired by how athletes like Eric Liddell trained before modern technology, using simple equipment and bodyweight exercises.

Eric Liddell values: Discipline, commitment, perseverance, self-control

Key skills:

- Planning
- Collaboration
- Reflection

Learning Intentions:

- I can explain why specific exercises improve fitness for running and endurance.
- I can design a clear training circuit using basic equipment or bodyweight exercises.
- I can justify my choices based on effectiveness, not technology.

Success Criteria

- I can design a simple training circuit using bodyweight exercises or basic equipment.
- I can explain how the exercises improve fitness for running or endurance.
- I can reflect on how effort, discipline and pacing affected my performance.

Experiences & Outcomes

- HWB 2-22a / 3-22a – understanding how physical activity improves fitness and wellbeing
- HWB 2-23a / 3-23a – applying skills and strategies to improve performance
- HWB 2-19a / 3-19a – demonstrating responsibility and self-control in physical activity

Resources:

- Cones
- Skipping ropes
- Mats
- Stopwatch or wall clock
- Planning sheets



Uncle Eric Fact

Eric Liddell trained at a time when athletes had no access to modern technology such as gyms, heart-rate monitors or performance-tracking apps. His preparation relied on simple but demanding methods, including running on grass or cinder tracks, bodyweight exercises, and activities that built rhythm, coordination and endurance, such as skipping.

Training required discipline and consistency, as progress could only be judged through effort, routine and self-awareness rather than data. Liddell's success shows that effective training depends more on commitment and purposeful practice than on equipment or technology.

Training without technology

Lesson Plan

Introduction: Warming up

Lead a whole-class warm-up using jogging, dynamic stretching, and skipping.
Explain that athletes in the 1920s trained without GPS watches, heart-rate monitors, gyms, or apps.
Emphasise that fitness was built through repetition, routine, and effort, not data.
Question pupils: What equipment do we often rely on today that Eric Liddell did not have?

Activity 1: What still works?

In small groups, pupils identify exercises that:

- Build stamina
- Improve leg strength
- Support coordination and rhythm

Guide pupils towards exercises like: Skipping, short sprints, squats and lunges, core holds etc
You may wish to share the list of [Training without technology: activities ideas](#) with pupils.

Activity 2: Design a training circuit

Pupils design a 5–6 station training circuit suitable for a school hall or playground.

Each station must include:

- Exercise
- Time or repetitions
- Equipment used (if any)
- Fitness focus (e.g. endurance, strength, coordination)

Key requirements:

- No technology allowed — only simple equipment or bodyweight.
- Each activity must be safe

Pupils may wish to use the [Training without technology: planning sheet](#) to help them.

Activity 3: Train like Eric

Set up five stations, each lasting 45 seconds with 30 seconds rest, completing the circuit twice:

- Skipping rope – continuous skipping to build rhythm, coordination and stamina
- Shuttle runs (cones) – short bursts of running to develop speed and acceleration
- Bodyweight squats – controlled movement to strengthen legs
- Plank hold – core strength and mental focus
- High knees or jogging on the spot – endurance and recovery under fatigue

Before starting, ask pupils to predict which station will be hardest and why. During the activity, remind them to pace themselves and focus on consistent effort, not speed.

Plenary: Whole-class reflection:

Ask pupils:

- which station required the most discipline
- how it felt to train without feedback or technology
- what they learned about their own effort and limits

Extension Activity

Ask pupils to compare their plan with their experience completing a training circuit.
What changes would they make with this new knowledge?

Training without technology: activity ideas

- Jogging laps
- Star jumps
- Shuttle runs
- Sprint starts (standing or crouched)
- High knees
- Running on the spot
- Stride runs
- Skipping with a rope
- Imaginary skipping (no rope)
- Fast feet drills
- Side-to-side steps
- Squats
- Lunges
- Wall sits
- Step-ups
- Calf raises
- Push-ups (full or modified)
- Plank hold
- Side plank
- Sit-ups or curl-ups
- Leg raises
- Continuous skipping
- Repeated shuttle runs
- Cone weaving
- Zig-zag running
- Single-leg balance holds

Training without technology - planning sheet

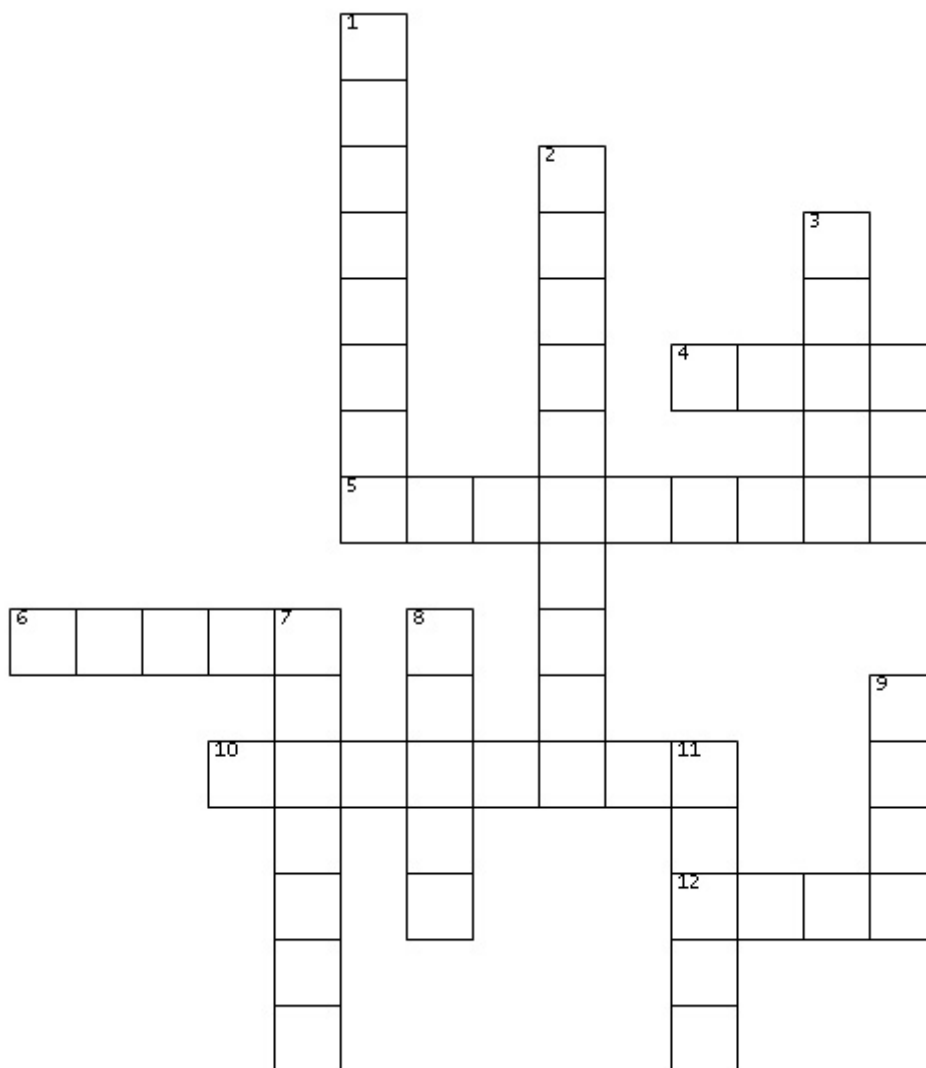
Name:

Activity	Time or no. of reps	Fitness focus

Puzzles & Games

Timeline Crossword

Can you solve the clues about Eric Liddell's life to complete the crossword puzzle.



ACROSS

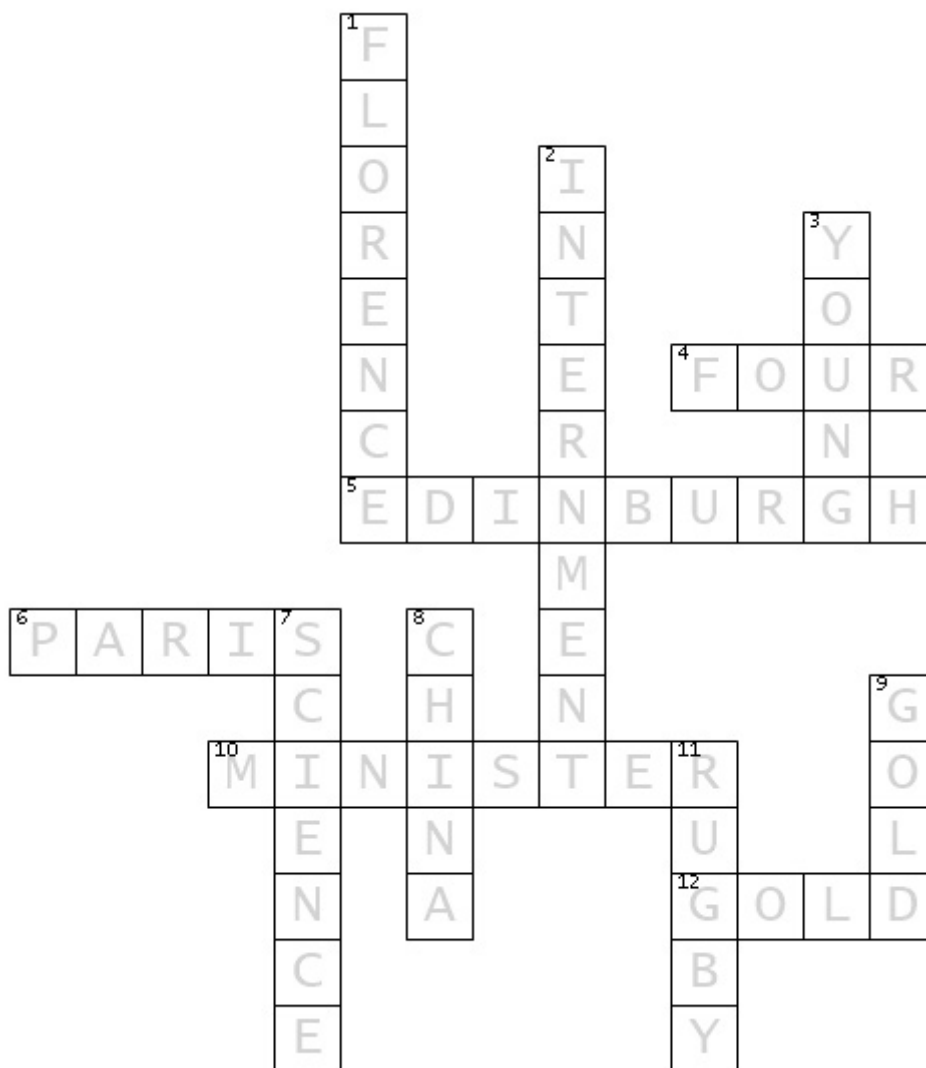
4. How many tries did Eric score for Scotland?
5. Which city did Eric go to university in?
6. Where were the 1924 Olympic Games held?
10. Which role did Eric take on in 1932?
12. Which medal did Eric Liddell win in the 400 metre race?

DOWN

1. What was the name of Eric's wife?
2. During the war, Eric was sent to an _____ camp.
3. How old was Eric when he moved back to the UK?
7. What subject did Eric teach in China?
8. After the Olympics, Eric moved back to which country?
9. What colour medal did Eric win in Paris?
11. Which sport, other than running, did Eric play for Scotland?

Timeline Crossword (Solutions)

Can you solve the clues about Eric Liddell's life to complete the crossword puzzle.



ACROSS

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5. Which city did Eric go to university in?
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Anagram Puzzle Solver

Rearrange the letters to uncover words associated with Eric Liddell's life, then match the numbers to reveal a two-word phrase that describes him.

SPIRA

10

MSERET

4

0

0

5

6

EHILATCTS

3

CMLOIYPS

8

TSCLOAND

4

CINHA

FATIH

11

SNOSIAP

9

NIGTYRIET

1

SPSIMOOCNA

2

ANISRITHC

7

1

2

3

4

5

6

4

7

8

9

10

11

Anagram Puzzle Solver (Solutions)

Rearrange the letters to uncover words associated with Eric Liddell's life, then match the numbers to reveal a two-word phrase that describes him.

SPIRA

P	A	R	I	S
---	---	---	---	---

10

MSERET

4 0 0

M	E	T	R	E	S
---	---	---	---	---	---

5

6

EHILATCTS

A	T	H	L	E	T	I	C	S
---	---	---	---	---	---	---	---	---

3

CMLOIYPS

O	L	Y	M	P	I	C	S
---	---	---	---	---	---	---	---

8

TSCLOAND

S	C	O	T	L	A	N	D
---	---	---	---	---	---	---	---

4

CINHA

C	H	I	N	A
---	---	---	---	---

FATIH

F	A	I	T	H
---	---	---	---	---

11

SNOSIAP

P	A	S	S	I	O	N
---	---	---	---	---	---	---

9

NIGTYRIET

I	N	T	E	G	R	I	T	Y
---	---	---	---	---	---	---	---	---

1

SPSIMOOCNA

C	O	M	P	A	S	S	I	O	N
---	---	---	---	---	---	---	---	---	---

2

ANISRITHC

C	H	R	I	S	T	I	A	N
---	---	---	---	---	---	---	---	---

7

G	O	L	D	M	E	D	A	L	I	S	T
---	---	---	---	---	---	---	---	---	---	---	---

1

2

3

4

5

6

4

7

8

9

10

11

R C L D D L L R
 4 7 10 20 22 10 26 26 4 22 22 8 9 13 12 14 4 17 10 7 13 12
 C L
 13 20 1 12 12 10 13 14 9 12 14 22 4 12 4 12 1 8 10 15 9 15
 L Y C G L D D L
 1 22 16 11 21 10 20 6 1 22 26 11 4 26 9 22 10 15
 L C
 9 12 14 22 4 12 10 20 13

Cryptic Codes (Solutions)

Can you solve the puzzles to reveal facts about Eric Liddell's life?

1. Ceasar Cipher

Each letter has been moved forward by 3 in the alphabet. Move each letter back by 3 to read the message.

Code: SDVVLRQ

Answer: PASSION

2. Number Code

In this code each letter is replaced by a number.
A=1, B=2, C=3 and so on.

Code: 9 - 14 - 20 - 5 - 7 - 18 - 9 - 20 - 25

Answer: INTEGRITY

3. Cryptogram

Each letter in the phrase has been replaced with a random letter or number.
Try to decode the message.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
9	2	20	26	4	17	6	14	10	3	24	22	11	15	1	21	18	7	13	12	23	25	8	5	16	19

E R I C L I D D E L L W A S T H E F I R S T
 4 7 10 20 22 10 26 26 4 22 22 8 9 13 12 14 4 17 10 7 13 12
 S C O T T I S H A T H L E T E T O W I N A N
 13 20 1 12 12 10 13 14 9 12 14 22 4 12 4 12 1 8 10 15 9 15
 O L Y M P I C G O L D M E D A L I N
 1 22 16 11 21 10 20 6 1 22 26 11 4 26 9 22 10 15
 A T H L E T I C S .
 9 12 14 22 4 12 10 20 13

Fallen Letters Puzzles

Can you use the letters below each puzzle to complete the phrases about Eric Liddell's life?

Level 1: Easy

	R	I				I				L	L			A	S			R	N			N		1	9	0	2
																N											

W B
E C L D D E I N C H I A O I

Level 2: Demanding

		I					D	E					O					L				I					
G	O					D	A			I			T			4	0	0		M		T				S	
		T		T		E		P			I			1	9	2	4		O		Y	M		I			
										A						.											

M N P
A D H E A L G N W S O E C C
E R L C L I D L R L S M E H E A N L Y M P R E

Level 3: Challenging

						I							R	E				E			T	O						
T				1	0	0		M	E		R	E	S		A			H			O							S
				U					H			R									E							
						,					H		W				T			G	A	I			T		H	
											E			E			.											

U N T F D
E H I D S W L B F U W A L Y O I S
B E C A Y D H E C L I E N S A D L R M P N I N
S R E C A L E D T E I L A C E T S T S E H N S U N I C A

Fallen Letters Puzzles (Solutions)

Can you use the letters below each puzzle to complete the phrases about Eric Liddell's life?

Level 1: Easy

E	R	I	C		L	I	D	D	E	L	L		W	A	S		B	O	R	N		I	N		1	9	0	2
										I	N			C	H	I	N	A										

W

B

E C L D D E I N C H I A O I

Level 2: Demanding

E	R	I	C		L	I	D	D	E	L	L		W	O	N		A	N		O	L	Y	M	P	I	C	
G	O	L	D		M	E	D	A	L		I	N		T	H	E		4	0	0		M	E	T	R	E	S
	A	T		T	H	E		P	A	R	I	S		1	9	2	4		O	L	Y	M	P	I	C		
													G	A	M	E	S	.									

M

N

P

A D H E A L G N W S O E C C
E R L C L I D L R L S M E H E A N L Y M P R E

Level 3: Challenging

E	R	I	C		L	I	D	D	E	L	L		R	E	F	U	S	E	D		T	O		R	U	N		I	N
T	H	E		1	0	0		M	E	T	R	E	S		A	T		T	H	E		O	L	Y	M	P	I	C	S
B	E	C	A	U	S	E		T	H	E		R	A	C	E		W	A	S		H	E	L	D		O	N		A
S	U	N	D	A	Y	,		W	H	I	C	H		W	E	N	T		A	G	A	I	N	S	T		H	I	S
													B	E	L	I	E	F	S	.									

U N

T

F

D

E H I D S W L B F U W A L Y O I S
B E C A Y D H E C L I E N S A D L R M P N I N
S R E C A L E D T E I L A C E T S T S E H N S U N I C A