

## LESSON FOCUS: Marathons for change

Key stage	3
Key concepts	1.1c, 1.2a, 1.2c, 1.3d
Key processes	2.1a, 2.1b, 2.2a, 2.2b, 2.2c
Range and content	3a, e, f, k
Curriculum opportunities	4a, b, c, g, h

PLTS: Reflective learners, team workers, effective participants

FUNCTIONAL SKILLS: Numeracy

### RESOURCES:

- Map of your local area with a 40 mile radius (use Google)
- Resource A - The London Marathon
- Resource B - What's happening here?
- Resource C - Looking for clues
- Resource D - Background to the Israel-Palestine conflict

### OBJECTIVES:

- I will explore how people use marathons to bring about change in our communities.
- I will discuss how effective marathons are as a Citizenship tool to bring about change.

### OUTCOMES:

- I can give examples of how marathons are used to bring about change, both in the UK and overseas.
- I will be able to describe strategies marathon runners use to bring attention to their chosen cause.

## Overview

Why do people run marathons? For the competition? For the personal challenge? Of course. But marathons are also used to raise awareness of important issues in our world. This lesson looks at the London Marathon, the values it was founded upon and how many competitors use it as a tool to bring attention to important global issues. It then explores the potential for the newly created Gaza Marathon to bring about change in Palestine.

## Keywords

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Campaign, conflict, Israel, Palestine, United Nations

## Introduction (5 minutes)

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- Share lesson objectives and outcomes.

## Starter (10 minutes)

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### Resources:

- Map of your local area with a 40-mile radius

### Instructions:

- Ask students to list as many marathons or runs as they can (London Marathon, Great North Run, Edinburgh Marathon, etc.).
- Ask students how many miles constitute a marathon (26 miles).
- Provide students with a local map and ask them to map a 26-mile radius. This will help them to see just how far 26 miles actually is.
- Alternatively, ask students to work out the distance from school to their home and then ask them how many times they would have to walk to school and back home to complete 26 miles.

## Main (35 minutes)

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### Resources:

- A, B, C & D

### Instructions:

#### Activity 1 (15 minutes)

- As a class, brainstorm all the reasons that people might choose to run a marathon.
  - Suggested answers - as a personal challenge, for the competition, to raise money and awareness of an important issue
- Show the students the images in Resource A from the London Marathon.
- Ask students, in pairs, to try to identify the cause that each of the runners is representing.
  - Picture A - Save the Rhino
  - B - Leukaemia Fund
  - C - Multiple Sclerosis Society
  - D - Free to Dance (freedom for Burma)
- Consider the following with students:
  - Why have these campaigners used a marathon to promote their issue?
  - How effective is a marathon at raising awareness of an issue? Why?

## Marathons for change

- What strategies have the campaigners used to make sure they are noticed?
- Should runners be allowed to promote their chosen issue in a marathon or should marathons only be for elite runners racing for competition? Why?
- Pose the following question to students:
  - Does a marathon have the ability to change the world?
- Share the following quote from the founders of the London Marathon, John Disley and the late Chris Brasher, with students. They had previously participated in the 1979 New York Marathon. Of this marathon they said:
  - 'To believe this story you must believe that the human race be one joyous family, working together, laughing together, achieving the impossible. Last Sunday, in one of the most trouble-stricken cities in the world, 11,532 men and women from 40 countries in the world, assisted by over a million black, white and yellow people, laughed, cheered and suffered during the greatest folk festival the world has seen.' They then wondered... 'whether London could stage such a festival?'
- Ask students whether they think that London has achieved Disley and Brasher's vision for a London Marathon, and if so, in what way.

## Activity 2 (20 minutes)

- Ask students to form small groups.
- Hand out Resources B and C.
- Ask students to use Resource B to find as much information as they can to help them answer the questions on Resource C.
- Hold a wider class discussion about their findings.
- Ensure students have a basic understanding of the Israel-Palestine conflict. Use the teachers' notes on Resource D if necessary.
- Explain that despite the conflict in Palestine, the United Nations recently organised Palestine's first marathon.
- Consider the following together:
  - Is it right to organise a marathon in a war torn country? (Consider the advantages and some of the potential problems.)
  - Why would the United Nations organise the marathon?
  - Will a marathon help to bring about peace? Why do you think this?

## Plenary (10 minutes)

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### Resources:

- none

### Instructions:

- Ask students to imagine that they had decided to run the 2012 London Marathon. What issue would they want to promote? How would they go about doing this to ensure they got the most media coverage?

## Attainment

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Level 1	I can talk about the different causes promoted by marathon runners.
Level 2	I can discuss how marathons can help to promote different causes.
Level 3	I can acknowledge the different views that exist about the appropriateness of using a sports event to promote a cause.
Level 4	I can begin to explain how people try to change things using events like marathons.
Level 5	I can give relevant reasons for my views about raising awareness through marathons.
Level 6	I can present a persuasive argument about why a marathon is an effective / not effective way to raise awareness of global issues and different causes.
Level 7	I can represent viewpoints about the appropriateness of raising awareness through marathons even if I don't agree with this view.
Level 8	I can show a detailed understanding of how a marathon can support human rights and contribute to a country being democratic.
Exceptional performance	I can independently research the effectiveness and limitations of using marathons to raise awareness of different causes and global issues, including comparing examples of this from around the world.

## Recommended links

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For a great short video clip showing the Gaza Marathon:

[www.bbc.co.uk/news/world-middle-east-13298231](http://www.bbc.co.uk/news/world-middle-east-13298231)

For further information about the Israel-Palestine conflict:

[http://news.bbc.co.uk/2/shared/spl/hi/middle\\_east/03/v3\\_ip\\_timeline/html/history.stm](http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_ip_timeline/html/history.stm)

For further information on the London Marathon:

[www.virginlondonmarathon.com/](http://www.virginlondonmarathon.com/)

For information about the Free to Dance Burma campaign run by Citizenship teacher Ben Hammond and to see how your school can get involved: [www.free2dance.com/](http://www.free2dance.com/) and <http://www.learnburma.org>

## RESOURCE A - The London Marathon



A



B



C



D

## RESOURCE B - What's happening here?



© Paul Arps 2013 [www.flickr.com/photos/slaper/8683269294](http://www.flickr.com/photos/slaper/8683269294)

## RESOURCE C - Looking for clues

<p>In what part of the world do you think these pictures were taken?</p>	<p>What do you think is happening in this country?</p>
<p>What newspaper headlines would you write to describe these pictures?</p>	<p>What might it be like to live here?</p>
<p>What might young people here say about their future?</p>	<p>How might the life of young people here be different to your life?</p>

## RESOURCE D - Background to the Israel-Palestine conflict

This is only a very basic overview of the Israel-Palestine conflict. Its intention is to provide information to help students consider if an event such as a marathon can bring peace to a war torn area.

- After the Nazi persecution of the Jews in World War Two, the United Nations decided to create a Jewish homeland on Palestinian territory. Israel was created in 1948, splitting the land into two countries: Israel for the Jewish people and Palestine for the existing population, who were mainly Muslim. Many Palestinians objected to the creation of Israel. The most contested areas today are the Gaza strip on one side of Israel and the West Bank on the other.
- The area holds religious significance for both Muslims and Jews and so the decision made by the UN has always been very sensitive.
- As a result there have been many attacks from both sides on each other's lands and surrounding countries. Many people have been killed. Both Israelis and Palestinians live in daily fear of violence.
- Despite many attempts by world leaders, the UN and the European Union, peace has not been achieved.
- In May 2011 President Obama attempted to strike a peace deal, suggesting that the division of the land should be based on the boundaries that existed before the 1967 Six Day War.

For a much more detailed explanation of the Israel-Palestine conflict refer to the recommended links.