TERRY FOX LESSON PLAN
Sharing His Story With Your Students

Lesson: Goal Setting
Curriculum Connection: Language Arts
Grade Level: Intermediate
Time: Approximately 100 minutes

Lesson Snapshot
The Marathon of Hope is a heroic example of setting a goal and executing it. Long before the run actually took place, Terry Fox needed to invest a lot of energy into planning and preparation. In this lesson, students will be challenged to deconstruct how people, including Terry Fox, have achieved their life long goals. As well, they will create a short-term goal for themselves and develop a plan to achieve this goal.

Success Criteria
Students;
- are able to determine how goals are achieved using a goal setting model.
- are able to create and execute a goal setting plan they designed for themselves.
- are able to design an effective flow chart relating to their goal.

Curriculum Expectations
Writing
- Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies

Writing
- Produce pieces of published work to meet identified criteria based on the expectations (e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation)

Materials/Media
- BLM I-5: Cards to Arrange Groups
- BLM I-6: "Goal Setting Flow Chart" template
- BLM I-7: "Goal Setting Flow Chart" example
- BLM I-8: "Goal Planning Flow Chart" rubric
- Video: Into the Wind (51:52 minutes) Terry Fox Video Compilation
    - Link: http://www.youtube.com/watch?v=hPrSNRQG6o4
- Chart paper
- Markers

Lesson Delivery

Setting the Stage:
- Hand each student a card from BLM I-5.
- Ask students to quickly find other students in the class that have cards that are either the same as theirs or that relates to theirs. Once they have found each other, have them sit together as a group. Depending on class size, there will be five groups ranging from 5-7 students per group.
- Now that students are in five groups, pose the question: **How do the two cards relate to each other?** Lead students to the understanding that these are usually the main goals for the people mentioned on the cards. As well, they are the top achievements for the people in these specific fields.
- Give students chart paper and markers. Have them separate the paper into two sections. On the top section, have them answer this question. **What do you think the person on your card needed to do to capture their goal?**
- On the bottom section of the chart paper, have them answer this question. **What character traits must they have in order to be successful at that level?**
- Have students present their answers to the class. Look for commonalities in the answers from all of the groups and create an anchor chart using this information.

Core Learning Activity
- As a class, determine a definition for the term 'Goal Setting'. This definition should include deciding on what you want to accomplish and creating a plan to get there.
- Ask students what they feel are important factors when setting a goal. Lead them to ideas like; attainable, realistic, reasonable time frame, specific, obstacles that might interfere, measuring success, etc. Place these ideas on an anchor chart at the front of the room.
- Introduce students to what a flow chart is and explain how it can be used in goal planning. Give students the 'Goal Setting Flow Chart' sheet (BLM I-6). Explain each of the headings (Overall Goal, Specific Goal, Rationale, Preparation, Potential Obstacles, Indicators of Success, Timeline, Plan, Result) to ensure they understand the terminology.
- Show video, "Into the Wind". During the video, ask students to fill in the chart to the best of their ability using the information provided and any other previous knowledge they may have.
- At the end of the video, discuss the information they recorded under each heading.
- Show students the example provided (BLM I-7) and discuss the information and why a flow chart such as this could be useful when goal setting. Also, discuss what elements make this a flow chart.

Application of Information
- Hand out students another blank goal planning sheet (BLM I-6) to help with their planning. They do not need to use this format. Encourage them to make an original flow chart. Students should try to use the same headings for their goal planning flow chart. OPTION: Depending on the class and the time available, students could create their own headings for their flow chart. As a class, brainstorm different headings that would work for this assignment. By creating these together, headings might be more suitable for their age group and the goals they are going to set.

- Create an anchor chart discussing the criteria for their Goal Setting Flow Chart. Using the 'Terry Fox Goal Setting Flow Chart' (BLM I-7) as an example, discuss what their final products should look like and what should be included. As well, encourage them to add in pictures, designs or anything else that will help their final product be more visually appealing.
- Have students create an attainable goal that can be measured over the next month. They may choose an area such as; their health, academics, homework completion, charity, personal development, school initiatives, fund raising, etc.
- If students need help making their goals more specific, use the SMART goals model (Specific, Measurable, Achievable, Realistic, and Time-bound) to help guide them.
- Have students create their own original goal setting flow chart for something that they would like to achieve.
- Collect their Goal Setting Flow Chart and assess using the rubric provided (BLM I-8).
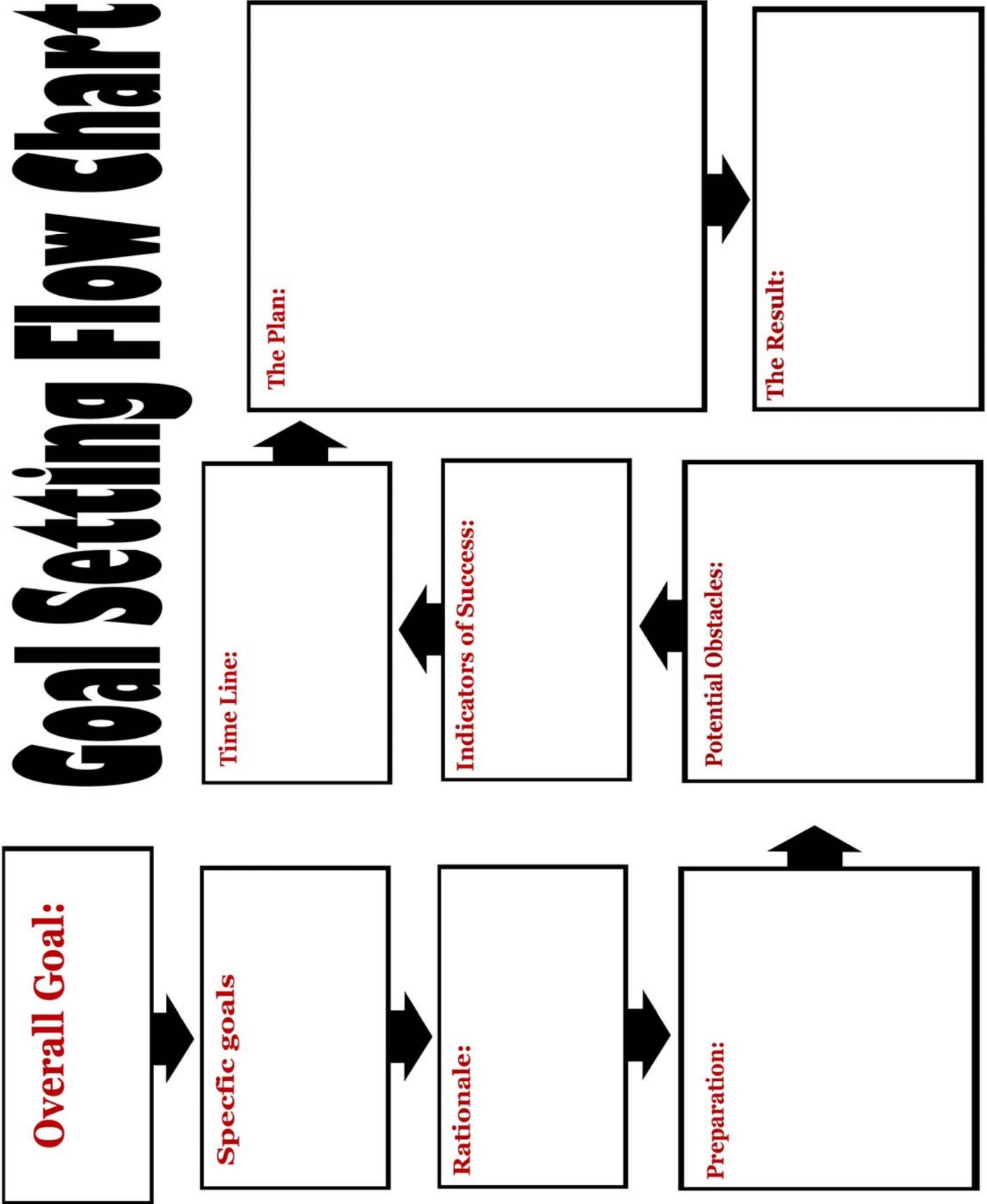
Assessment

Using the rubric provided (BLM I-8) assess students on their ability to organize their ideas and present them effectively using a flow chart. Use anecdotal notes during conferencing to track their progress. This assessment can be used on the Learning Skills area on their report card.

Extension Activity

Have students document their progress towards their goals on paper in whatever format works best for them. Monitor each student's progress through weekly conferencing. Upon completion of allotted timeframe, have students present their progress to their peers. Encourage them to discuss their rationale, their struggles, their successes, their tracking method and how they found the entire goal setting process.

HOCKEY PLAYER	MUSICIAN	ACTOR	FOOTBALL PLAYER	AN ACADEMIC
HOCKEY PLAYER	MUSICIAN	ACTOR	FOOTBALL PLAYER	AN ACADEMIC
HOCKEY PLAYER	MUSICIAN	ACTOR	FOOTBALL PLAYER	AN ACADEMIC
STANLEY CUP	GRAMMY	OSCAR	SUPERBOWL	NOBEL PRIZE
STANLEY CUP	GRAMMY	OSCAR	SUPERBOWL	NOBEL PRIZE
STANLEY CUP	GRAMMY	OSCAR	SUPERBOWL	NOBEL PRIZE
STANLEY CUP	GRAMMY	OSCAR	SUPERBOWL	NOBEL PRIZE

Goal Setting Flow Chart

The Plan:

The Result:

Time Line:

Indicators of Success:

Potential Obstacles:

Overall Goal:

Specfic goals

Rationale:

Preparation:

BLM I-6

TERRY FOX
GOAL SETTING FLOW CHART

Overall Goal: Conquer Cancer

Specific goals
1) Run across Canada
2) Raise $1 for each Canadian
3) Raise awareness about cancer research

Rationale:
While in hospital, Terry was so overcome by the suffering of other cancer patients, many of them young children, that he decided to run across Canada to raise money and awareness for cancer research.

Preparation:
- Training: Terry ran over 5000 km to prepare for the Marathon of Hope.
- Funding: Terry Fox secured funding from the Cancer Society, Ford, Imperial Oil and Adidas.
- Route: Terry planned his route from St. John's, Newfoundland to Victoria, B.C.

Time Line:
- Approximately 215 days of running a Marathon a day.
- Starting on April 12th, 1980
- Approximate finish date would be mid November, 1980.

Indicators of Success:
- Increased media coverage.
- Completing a Marathon each day
- Constant increase in amount of donations raised.

Potential Obstacles:
- Weather: Wind, rain, snow, sleet
- Traffic
- Heart Issue (Ventricular Hypertrophy)
- Wear and Tear on Body (shin splits, cysts, tendonitis)
- Wear on Prosthesis
- Arranging and meeting media engagements while still meeting his daily kilometer goal

The Plan:
- Dip artificial leg in Atlantic Ocean on April 12th, 1980.
- Run 26 miles a day without taking a day off.
- Split distance up throughout day
- Start running each day at 4:00am.
- Drink water and eat oranges each kilometer to stay hydrated.
- Eat enough calories a day to give body adequate amount of energy.
- Book interviews with media and awareness events in as many communities as possible when not running.
- Try to connect with as many people as possible to help spread awareness about cancer.
- Dip artificial leg in Pacific Ocean at the end of the run.

The Result:
Although Terry Fox was unable to complete the Marathon of Hope due to the cancer returning, he did achieve what he set out to do. He inspired a nation, raised awareness about cancer world-wide and helped raise over 600 million dollars to conquer cancer since the Marathon of Hope.

Gander, NF
344 km Apr 21

NFLD

GOAL PLANNING FLOW CHART

TERRY FOX
GOAL PLANNING FLOW CHART

Criteria	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Organizing Ideas Writing Expectation 1.5	- Flow chart ideas are very specific and detailed.	- Flow chart ideas are specific and detailed.	- Some of the flow chart ideas are specific and detailed.	- Few of the flow chart ideas are specific or detailed.
	- Goal is realistic and attainable, while at the same time challenging.	- Goal is realistic and attainable.	- Goal is somewhat realistic and attainable.	- Goal needs to be refined to make it more realistic and attainable.
	- Supporting ideas are logical and effectively build upon each other.	- Most of the supporting ideas are logical and effectively build upon each other.	- Some of the supporting ideas are logical and effectively build upon each other.	- Few of the supporting ideas are logical and effectively build upon each other.
Producing Finished Work Writing Expectation 3.8	- Finished product met and exceeded all of the criteria outlined in class.	- Finished product met most of the criteria outlined in class.	- Finished product met some of the criteria outlined in class.	- Finished product met few of the criteria outlined in class.
	- Flow chart design was creative, innovative, eye catching and logical.	- Flow chart design was logical and had several creative elements added to enhance overall visual appeal.	- Flow chart design was basic in its design, but information was in a logical order.	-Overall, the design of the flow chart was not logical and lacked visual appeal.

Feedback

_____ 'Overall Goal' needs to be more specific to be effective.

_____ 'The Plan' needs to include even more detail.

_____ Must have measurable 'Indicators of Success'

BLM I-8