“Even if I don't finish, we need others to continue.
It's got to keep going without me.”
These lessons about Terry Fox have been written by teachers, for teachers, and can be used with Kindergarten to Grade 8 students. While each of these lessons has a suggested grade/division level, they may be adjusted and adapted accordingly, in order to meet the needs of individual teachers and their students. These lessons contain background information for teachers, activities to be used with students, and reproducible Black Line Masters (BLM’S).

This is the first time formal lesson plans about Terry Fox have been made available to teachers, from the Terry Fox Foundation. While they reference Ontario Curriculum, they can easily be matched to curriculum from other provinces and territories. It is the goal of The Terry Fox Foundation to eventually have lesson plans that are specific to the curriculum of all provinces and territories.

Through the use of these user-friendly lessons, it is our hope that teachers will keep Terry Fox’s memory alive for their students and carry on his message of hope. While we have come a long way with medical advancements in terms of the diagnosis and various treatments available for cancer patients, and there is now a greater overall success rate for survival, much work is still needed in the area of medical research. Since 1981, The Terry Fox Foundation has contributed financial resources for cancer research through various community and school events. Please use these lessons and join us in carrying on Terry’s dream of finding a cure for cancer.
Lesson: Talking to Students About Cancer
Curriculum Connection: Language Arts / Health Education
Grade Level: Primary
Time: Approximately 40 - 60 minutes

Lesson Snapshot
Sometimes teachers wonder how they should go about talking to their students, especially younger students, about Terry Fox and cancer. This lesson will provide you with some suggestions as to how to go about doing exactly that. As a teacher, you know your students best, and you also know what level they are at, so you will need to adjust your lessons accordingly.

Success Criteria
Students;
• will have a general knowledge about what cancer is
• are able to talk about the gains which have been made in the diagnosis and treatment of cancer, as a result of money raised through cancer research
• are able to discuss cancer openly and ask questions when necessary

Curriculum Expectations
Healthy Living
• Healthy Eating - Describe the importance of food to the body (gr. 2); describe the benefits of healthy food choices, physical activity, and healthy bodies (gr. 3).
• Identify potential safety risks (gr. 1).
• Substance Use and Abuse - Use decision-making skills to make healthy choices about drug use and recognize the effects of various substances (e.g., nicotine, caffeine, alcohol) on the body (gr. 3).

Oral Communication
• Comprehension Strategies - Identify a few listening comprehension strategies and use them before, during and after listening in order to understand and clarify meaning.

Media Literacy
• Producing Media Texts - Produces some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (gr. 1 – 3).

Materials/Media
• BLM P-1 and BLM P-2: “What is Cancer?”
• BLM P-3: “What We Have Achieved through Fundraising for Cancer Research”
• BLM P-4: “Healthy Lifestyle Choices to Reduce the Risk of Cancer”
• BLM P-5: “What Cancer Is - What Cancer Is Not”
• Chart paper and markers (Have the following charts ready: What Is Cancer; What Cancer Is Not; Questions We Have About Cancer).

Lesson Delivery

Setting the Stage
• It may be helpful to start with questions in order to find out your students' level of understanding about cancer. This will help clear up any of their misunderstandings and gauge how much to tell them. Talking to students about cancer lets them know it’s okay to ask questions.
• Try not to overload children with too much information at once. Give them small amounts of information, wait and then ask them if they have any questions. If they don't, leave it at that. They may ask more questions later.
• Answer questions as accurately as possible, considering students' age and experience of cancer. Whatever you do, do not give false information thinking that you are making it easier for the students to accept and understand.
• Using the word 'sick' to lessen the impact of the disease might make children think that they can catch cancer because it is contagious. For this reason, it is important to use the words 'disease' and 'cancer'.

Core Learning Activity
• Give students a minute or two to talk to the person sitting closest to them about what they already know about cancer.
• Using a web, or jot note format, keep track of everything the students know about cancer, under the heading What Is Cancer? If they share incorrect information, keep track of it on a separate chart entitled What Cancer Is Not. Be sure to correct such misunderstandings for the students as you go along. If you do not know an answer to one of their questions or statements, be honest, and tell them that you will find out the answer and let them know. You could keep track of this on a chart entitled: Questions We Have About Cancer.
• Use What Is Cancer (BLM P-1) and (BLM P-2), in order to help you lead further discussions with the students about various aspects of cancer. This sheet could also be used as information for the teacher to use during class discussions or as a student handout.

Application of Information
• When talking about risk factors, you can use examples from everyday school events - e.g. If you run in the halls at school, you are more at risk of tripping, falling, or bumping into someone than if you are walking nicely. When you are going down the stairs, you are at more of a risk of falling if you aren’t holding onto the railing. Explain to students that sometimes a person’s behaviour increases their risk of something happening, but it doesn’t necessarily guarantee that it will happen. The same is true for cancer. Often people don’t know why they get cancer, but sometimes there are risk factors that may have increased their chances of getting it.
• Continue to read through What Is Cancer (BLM P-1) and (BLM P-2) and answer any questions the students may have. Giving students permission to ask questions allows clarification of any fears or concerns they may have. Always remember to focus on all of the gains that have been made in terms of the diagnosis and treatment of various cancers over the years, thanks to all of our efforts to raise funds for cancer research. See Information taken from What We Have Achieved Through Fundraising For Cancer Research (BLM P-3).
• Have students complete the (BLM P-4) Healthy Lifestyle Choices to Reduce the Risk of Cancer. Students will need to fill in the missing words, from a bank of words, and complete an illustration to go along with each section.

**Assessment**
Use student responses and information.
Completion of Healthy Lifestyle Choices to Reduce Risk of Cancer (BLM P-4).

**Extension Activity**
Students could independently or in small groups complete the chart entitled: What Cancer Is - What Cancer Is Not (BLM P-5).
What is Cancer?

- Cancer is a disease that affects some people. It can also affect some animals.

- Cancer is not contagious. You can’t catch it from someone like you catch a cold or the flu. It is okay to sit close, hug or kiss someone who has cancer.

- No one causes someone else to get cancer. People often don’t know why they get cancer.

- There is no single cause of cancer but some factors appear to increase the risk of developing it. These are known as risk factors. There are some risk factors that you cannot change, for example: age and family history of cancer (heredity).

- It is important to make healthy lifestyle choices – eat healthy foods, exercise regularly, protect yourself in the sun, don’t smoke or drink.

- There are some risk factors which are related to everyday choices. You can choose to: be a non-smoker and avoid tobacco smoke; eat a healthy diet; be physically active every day; stay at a healthy weight; limit alcohol use; reduce your exposure to UV (ultraviolet) rays from the sun or indoor tanning equipment, like tanning beds; know your body and report any changes to your doctor or dentist.

- Our bodies are made up of millions (lots) of tiny things called cells. They all have a different job to make our bodies work and keep us healthy. Cancer is when some cells (bad cells or trouble-maker cells) in the body stop working properly and stop the healthy (good) cells from doing their jobs. The cancer cells (bad cells) can grow into a lump or cause problems in the blood.

- Sometimes people may have a lump growing inside of their body and it shouldn’t be there. They may have to have an operation to take it away. After that, the doctor will give them medicine so that the lump doesn’t come back.

- If you have a lump or a bump in your body, it doesn’t mean that you have cancer.
What is Cancer? (cont’d)

- Sometimes people with cancer will have to have an operation to cut out the cancer or remove the part of the body where the cancer is (i.e. Terry Fox had to have his leg amputated).

- Chemotherapy is a special medicine used to destroy cancer (bad cells) and/or stop or slow down the growth of cancer cells.

- Radiation uses x-rays or a laser beam to destroy the cancer cells so that they can’t grow.

- Many people are cured of cancer or living longer with cancer, because of new treatments being found thanks to funds raised for cancer research. When we do the Terry Fox Run/Walk at school we are helping to raise money for The Terry Fox Foundation.

- For millions of people worldwide, Terry Fox is the face of cancer research.
What We Have Achieved Through Fundraising for Cancer Research

- When Terry Fox was diagnosed with cancer, there was only a 35% survival rate. Now, with all of the money raised for scientific research, the survival rate is more than 70%.

- Terry Fox had to have his leg amputated (surgically removed by doctors) because of the type of bone cancer that he had. Today, people with the same type of cancer don’t necessarily have to have their leg amputated. Instead a prosthesis (a substitute for bone – a rod made of metal or special metal called titanium) can be inserted into their leg in place of their bone.

- To date, over $600 million has been raised worldwide for cancer research in Terry's name.

- Today, more and more people are able to beat cancer and live a long life because of the fundraising done throughout the years for cancer research and The Terry Fox Foundation. All of our efforts here at school have helped to make a big difference.

- As Terry said, “If you’ve given a dollar, you are part of the Marathon of Hope.”
What Cancer Is

What Cancer Is Not

What it is!

What it is NOT!
Lesson: Who is Terry Fox?
Curriculum Connection: Language Arts
Grade Level: Kindergarten
Time: Approximately 2 x 30 minute blocks per day

Lesson
In Lesson 1, introduce and discuss Terry Fox, who he is/was, what he did, and the schools’ Terry Fox Run/Walk. Talk to the students about Terry Fox using posters and books from The Terry Fox Foundation. Ask senior kindergarten students if they remember the school Terry Fox Run/Walk from the previous year, and share what they recall with the others.
In Lesson 2, students will paint/draw a picture of Terry based on poster pictures and book pictures of him. Students will focus on Terry walking/running across Canada, doing something to help other people.

Success Criteria
Students;
• will be introduced to Terry Fox and learn some basic information about him
• are able to discuss and tell why Terry did The Marathon of Hope
• will complete a page to be used for a bulletin board display or for a class book entitled: Terry Fox
• will build on their knowledge of Terry Fox, the Marathon of Hope, and the upcoming Terry Fox events in their school/community.

Curriculum Expectations
Reading:
• Demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team

• Respond to a variety of materials read aloud to them (e.g., paint, draw, or construct models and characters)

• Use illustrations to support comprehension of texts that are read by and with the EL–K team

• Retell information from non-fiction and materials that have been read by and with the EL–K team in a variety of contexts (e.g., read-a-louds, shared reading experiences), using pictures and/or props

• Communicate ideas verbally and non-verbally about a variety of media materials (e.g., describe feelings in response to seeing a video)
Materials/Media
- BLM P-6 “Terry Fox”
- BLM P-7 “Running With Terry”
- Posters provided in Terry Fox school kit (provided by The Terry Fox Foundation)
- Short video clip, showing Terry as a real person, running, speaking, playing
- Visual displays around school of Terry Fox Run/Walk date
- Play dough, magnetic letters, white boards and markers, paint, crayons, large paper
- Visual displays around school of Terry Fox Run/Walk date

Lesson Delivery

Setting the Stage
- Use posters of Terry Fox and display pictures provided in school kit to prompt discussion
- Talk about Terry, that he was a young man who developed cancer, and after his operation, and when he was feeling better, wanted to help children that had cancer
- Terry decided to run across Canada to help raise money in order to help others who had cancer

Core Learning Activity
Application of Information
- Doing - A small group of children, with support from a member of the EL–K team, reread a familiar text about Terry Fox, using the illustrations to help their comprehension.
- Representing – Students make pictures to illustrate a book they have made about Terry Fox (BLM P-6).
- Set up the following centres within the classroom for students to rotate through:
  1. Using the Running with Terry (BLM P-7), students will colour a picture of Terry and put themselves in the picture as well. Encourage students to write a message about their picture, or the teacher can scribe responses if necessary.
  2. Using Lego blocks, create Terry Fox and his friends walking on a path. Using playdough, create Terry and his friends.
  3. Using magnetic letter boards and letters, copy Terry Fox’s name as well as some other words that appear on the posters.
  4. Paint a picture about Terry Fox. Encourage students to write a message about their painting, or scribe one for them if necessary.

Assessment
Use student responses and level of participation during group discussions to assess if students have a basic understanding of Terry Fox. Assess individual responses to self-drawn pictures, as well as engagement and participation during activities. Does the student demonstrate an understanding of who Terry Fox is/was and what he did?
Extension Activity
Students will complete a page with a picture of Terry, based on stories they have heard, and from pictures they have seen in class and within the school. This may be used for a bulletin board display for curriculum night, or for a class booklet on Terry Fox. Teachers can scribe what the student would like to say about their pictures at the bottom of the page. Students could help paint a class mural or banner about Terry that EL-K teams have previously drawn.
Working Together To Outrun Cancer

Terry Fox

By: ________________________________

Terry Fox is ________________________________
Lesson: Terry Fox as a Hero
Curriculum Connection: Language Arts
Grade Level: Kindergarten
Time: Approximately 2 x 30 minute blocks per day (may continue with centres)

Lesson Snapshot
Students will learn that Terry Fox is a Canadian Hero. The story of Terry Fox running across Canada in order to help sick children will be revisited through the use of posters and books from The Terry Fox Foundation. In the second lesson, students will paint/draw a picture of Terry based on poster pictures and book pictures of him. Students will focus on Terry walking/running across Canada, doing something to help other people.

Success Criteria
Students;
• are able to discuss why they think Terry was a hero
• will build on their knowledge of Terry Fox, the Marathon of Hope and the upcoming Terry Fox events in their school/community.

Curriculum Expectations
Reading
Respond to a variety of materials read aloud to them (e.g., paint, draw, or construct models of characters or settings).

Writing:
Form: Write short texts using a few simple forms (e.g., a simple report or story modeled on characters and events from a story).

Media Literacy:
Express personal thoughts and feelings about some simple media works (e.g., How did you feel about Terry Fox in this movie? What did you learn about Terry?).

Materials/Media
• BLM P-8: “Terry Fox is a Canadian Hero. Terry Fox is My Hero Too”
• BLM P-9: “Who is Your Hero”
• Video clip: 8 minute video of Terry Fox: Try the Impossible
• Posters and video provided in Terry Fox School Kit
Lesson Delivery

Setting the Stage
- Use posters of Terry Fox and display pictures provided in school kit (provided by The Terry Fox Foundation) to prompt discussion and reactivate prior knowledge. Talk about Terry as a young man who developed cancer, and after his operation when he was feeling better, he wanted to help children that had cancer.
- Explain that Terry decided to run across Canada to help raise money in order to help others who had cancer.
- Explain to students that a hero is someone who we look up to for doing something good.
- Provide some examples of heroes, and then have students come up with some of their own examples to share with the rest of the class.

Core Learning
Application of Information
Together as a class discuss:
1) What did Terry try to do?
2) Who was he trying to help?
3) How do you know that Terry was brave?
4) Using (BLM P-8), Terry Fox is a Canadian Hero-Terry Fox is my Hero Too, students can draw and colour a picture of Terry as their hero.
   Ask students what a hero looks like to them.

Option: Lead the group in brainstorming ideas of people who they look up to as their own heroes. You can record names onto a chart, which students can draw into a web (BLM P-9) Who is Your Hero?

Assessment
Use student responses and information shared during discussions to assess their understanding of who Terry Fox is/was. Write a chart review of: How do you know that Terry was very brave? Why would you consider him a hero? Do students know any other heroes?

Extension Activity
Students will complete a page about a person they know well and who they consider to be their hero. This may be used for bulletin board display, or for a class book on heroes.
TERRY FOX IS A CANADIAN HERO
TERRY FOX IS MY HERO TOO!
Who is your HERO?

My hero is Terry Fox!
Lesson: Introduction to Terry Fox
Curriculum Connection: Language Arts
Grade Level: Primary
Time: Approximately 20 - 30 minutes

Lesson Snapshot
This is an introductory lesson about Terry Fox using a KWL chart (What I already know, What I want to know, What I have learned) related to who he was and what he accomplished.

Success Criteria
Students;
  • are able to share and reflect on their previous knowledge of Terry Fox
  • will have a greater understanding of who Terry Fox was and what he accomplished during his Marathon of Hope

Curriculum Expectations
Oral Communication
  • Students will demonstrate an understanding of appropriate listening behaviour by using attentive listening strategies
  • Students will demonstrate an understanding of appropriate speaking behaviour in different situations including paired-sharing and small and large group discussions.

Materials/Media
  • BLM P-10: “Terry Fox – KWL Chart”
  • Chart paper and markers (KWL on chart paper)

Lesson Delivery

Setting the Stage
  • Have students gather on the carpet and tell them that they are going to be learning about an important Canadian named Terry Fox.
  • Ask students if they have heard of Terry Fox, and if so, to raise their hand.
  • Give students one minute to talk to the person sitting next to them and state everything they know about Terry Fox.
Core Learning Activity

- Explain that together the class is going to be using a KWL chart - *What I already know, What I want to know, and What I have learned* (BLM P-10) as a way of gathering and recording information about a specific topic, in this case Terry Fox. In the first column, record everything you already know about the topic. In the second column write down what you want to learn. In the final column, write down everything you have learned about Terry Fox when finished the unit.

- Ask the students to share what they already know about Terry Fox and record using jot notes on the chart. Some of the expected responses may include: he tried to run across Canada; he had cancer; had his leg amputated; he collected money for cancer research; famous Canadian; hero; athletic; etc.

- Together, decide what else the students would like to know about Terry Fox and record on the chart. Tell the students that the chart is going to be kept on display and referred to over the next several weeks. As students think of more things, they can be added to the chart. At the end, reflect on everything that was learned.

Application of Information

- Students will learn how to use a KWL chart, with assistance from the teacher, while reviewing knowledge about Terry Fox.

Assessment

Use student responses and level of participation to assess if students have a basic understanding of who Terry Fox was prior to the next lesson.
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<th>What I know about Terry Fox</th>
<th>What I want to know about Terry Fox</th>
<th>What I learned about Terry Fox</th>
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Lesson: All About Terry Fox
Curriculum Connection: Language Arts and Visual Arts
Grade Level: Primary
Time: Approximately 60 minutes

Lesson Snapshot
Students will watch a short video about Terry Fox and record everything they learned about him using a word web. As a culminating activity, students will create a page for a class book.

Success Criteria
Students;
- are able to record information about Terry Fox using a word web
- will complete a page for a class book entitled: All About Terry Fox
- will have greater knowledge of Terry Fox, the Marathon of Hope and the upcoming Terry Fox events in their school/community.

Curriculum Expectations
Oral Communication
- Students will demonstrate an understanding of information and ideas in oral texts by retelling the story or restating the information in a movie.

Media Literacy
- Students will produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques for a page in a class book.

Materials/Media
- BLM P-11: “All About Terry Fox” small web (reproduce web on chart paper)
- BLM P-12: “All About Terry Fox” large web (reproduce web on chart paper)
- BLM P-13: “All About Terry Fox” draw and write
- BLM P-14: “All About Terry Fox” draw and write
- Video: I am Terry Fox (from Terry Fox Foundation Video Compilation #1)
- Chart paper and markers
Lesson Delivery

Setting the Stage
- Explain to students that they are going to be watching a short video about Terry Fox. Their job is to become a “Terry Fox detective” and gather as many facts about him as they can.
- After watching the video, give each student a copy of the Terry Fox Web (BLM P-11) (simple) or (BLM P-12) (more complex) and have a larger version on chart paper.

Core Learning Activity
- Together, discuss everything students learned about Terry Fox from watching the video.
- Record information onto chart paper web while students copy onto their own webs.

Application of Information
- Using information gathered on the Terry Fox Web, students will complete a page for class book entitled: All About Terry Fox (BLM P-13) or (BLM P-14), using an illustration and full sentences. Encourage students to use the space wisely.

Assessment
Use student responses and information shared during the web brainstorming session to assess their understanding of who Terry Fox is/was. Use completed class book page to assess students’ ability to present oral and visual information in a clear and concise manner.

Extension Activity
Have students present their work during a Sharing Assembly or during a visit with another class in the school.
Lesson: Terry Fox is a Friend  
Curriculum Connection: Language Arts  
Grade Level: Primary  
Time: Approximately 2 x 30 minutes

Lesson Snapshot  
In Lesson 1, students will discuss friendship. Students will discuss and record qualities in a good friend. Students will come up with vocabulary to describe a good friend and what makes a good friend. In Lesson 2, introduce Terry’s best friend Doug. Talk about what he did for Terry and how and why he helped Terry. What would you do for a friend who needed your help? What would you do for someone who needed your help, even if you didn’t know them personally?

Success Criteria  
Students;  
- will collaboratively discuss qualities that make a good friend  
- will agree upon a definition and meaning  
- will learn that Terry had his best friend Doug with him on his Marathon of Hope  
- will learn the importance and value of friendship  
- are able to complete a set of cut out paper dolls to represent themselves and their friend, and put the name on the front of their friend. These could be used as a bulletin board display in the classroom or outside in the halls of the school.  
- will build on their knowledge of Terry Fox, the Marathon of Hope and the upcoming Terry Fox events in their school/community.

Curriculum Expectations  
Reading  
- Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details, retell a story giving details)

Reading  
- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience

Oral Communication  
- Demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations
Demonstrate understanding
• By retelling the story or restating the information

Materials/Media
• BLM P-15: “A Friend is Someone I Can”
• BLM P-16: Paper Doll Cut-out
• Terry Fox A Story of Hope by Maxine Trottier
• Book dealing with friends or theme of friendship for read aloud

Lesson Delivery

Setting the Stage
• Talk about Terry, that he was a young man who developed cancer, and after his operation and he was feeling better, he wanted to help children that had cancer.
• Discuss that Terry decided to run across Canada to help raise money so that he could help others who had cancer

Core Learning
• Read a book on friends/friendship and discuss theme of friendship within the book
• Use quotes from “Terry Fox a Story of Hope” by Maxine Trottier and display on a chart for students to see.
  • Page 5 “One boy, Doug Alward, began a friendship with Terry that would endure a lifetime.”
  • Page 6 “By grade ten, Terry earned a place on the school basketball team, and when he and Doug graduated, they shared the Athlete of the Year Award.”
  • Page 18 “Day after day, no matter what the weather, no matter how he felt, Terry ran. One mile at a time, with Doug waiting in the van up ahead. Doug drove the van and looked out for Terry’s safety on the road. He made meals and cleaned up after Terry.”

Application of Information
• Students complete a set of paper doll cut-outs (BLM P-16) to represent themselves with their friend, and include their friend’s name on the front of the doll. Students can print words on the cut-outs to represent friendship (e.g. kind, considerate, generous). This activity could be called: “Terry Fox is My Friend Too” or “Friends Need Friends” or “To Have a Friend, You Have To Be a Friend” or “Terry Fox was a True Friend.”
• Students can fill in ideas about friends on “A friend is someone I can:” (BLM P-15). These could go up on a bulletin board or be used in a small class book to be shared with classmates.
• Another activity could be: A Friend is: and students could write about different activities that they enjoy doing with their friends.
Assessment
Do students relay understanding of friendship in oral responses and in their written responses to A friend is someone I can: (BLM P-15)? Are they able to discuss how to be a friend and how to treat a friend?

Extension Activity
Students could introduce one friend from the class and tell why this person is a good friend. Make sure that everyone has someone to introduce so no one is left out.
A friend is someone I can:


A friend is someone I can:


A friend is someone I can:


Lesson: What is a Hero? Real Heroes vs. Superheroes.
Curriculum Connection: Language Arts, Social Studies
Grade Level: Primary
Time: Approximately 45 - 60 minutes

Lesson Snapshot
Students will look at the qualities and characteristics exhibited by someone who is considered a hero. A comparison will be made between real life heroes and fictional superheroes found in books, cartoons and movies.

Success Criteria
Students;
• will identify qualities and characteristics of real life heroes vs. superheroes
• are able to recognize Terry Fox as a true Canadian hero based on what he did during his Marathon of Hope

Curriculum Expectations
Oral Communication
• Identify, with support, words or phrases that indicate whether an oral text is fact or fiction.

Reading
• Extends understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (i.e. Now that we have learned about the qualities of a hero, who in the community is a hero? Police officer, fire fighter, EMS worker, etc.)

Writing
• Generate ideas about a potential topic, using a variety of strategies and resources (e.g. brainstorming ideas with the class about heroes).

Writing
• Sort ideas and information for their writing in a variety of ways with support and directions (e.g. by using pictures, labels, key words, simple graphic organizers such as a web, a list or a 5 W’s framework).
**Materials/Media**

- BLM P-17: “A Comparison of Fictional Superheroes and Terry Fox a Real Life Hero”
- BLM P-18 and BLM P-19: Pictures of superheroes
- BLM P-20: Pictures of Real Life Heroes (i.e. Terry Fox, “community helpers”)
- BLM P-21: Worksheet - “Terry may not be a superhero but he is a real life hero because…”
- Video: Try the Impossible (8:00 minutes) The Terry Fox Foundation Compilation DVD #1
- Chart Paper and Markers

**Lesson Delivery**

**Setting the Stage**

- Have a variety of pictures on display (or ready to hold up) of superheroes (BLM P-18) and Terry Fox and various community helpers (BLM P-20). Initiate a short discussion about people in the pictures who are real and those that are fictional characters. Ask what special qualities/characteristics the superheroes have? (special powers, some can fly, run really fast, climb walls, shoot webs, super strength, x-ray vision, brave, etc.). Record on the t-chart: A Comparison of Fictional Superheroes and Terry Fox a Real Life Hero (BLM P-17)
- Tell the students that Terry Fox is considered a Canadian hero. Show the video: Try the Impossible (8 min.)

**Core Learning Activity**

- After watching the video, ask students to turn to the person sitting closest to them, and discuss why they think Terry Fox is a hero. Think of words that could be used to describe Terry.
- Together as a class, come up with a list of words to describe the qualities and characteristics of Terry Fox. (brave, strong, determined, perseverance - never gave up, kind, caring, loving, helpful, etc.). Record on the t-chart.
- Revisit the difference between real life heroes and fictional superheroes found in books, cartoons and movies.

**Application of Information**

- Complete sheet: “Terry may not be a super hero but he is a real life hero because ....” (BLM P-21).

**Assessment**

Use student responses and information shared during discussions to assess their overall level of understanding, along with completion of t-chart, and page for class book.

**Extension Activity**

Have students create their own superhero with qualities and characteristics that only a real life person could demonstrate.
**Comparison Between Fictional Superheroes and Terry Fox - A Real Life Hero**

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Working Together To Outrun Cancer
Terry Fox may not be a superhero, but he is a real life hero because ....
Lesson: What is a Hero? Heroes in our Community
Curriculum Connection: Language Arts, Social Studies
Grade Level: Primary
Time: Approximately 2 x 30 minutes

Lesson Snapshot
Students will review the qualities and characteristics exhibited by someone who is considered a hero (as learned in previous lesson entitled: What is a Hero? Real vs. Superheroes). Using the Character Traits and/or Virtues of your school/Board, and those from The Terry Fox Foundation, students will discuss examples of real life heroes in their community. Students will make connections between Terry Fox, the Character Traits and themselves.

Success Criteria
Students;
• are able to identify qualities and characteristics of real life heroes vs. superheroes
• are able to recognize Terry Fox as a true Canadian hero based on what he did during his Marathon of Hope
• are able to identify examples of heroes within their own community
• make meaningful connections between the Character Traits, Terry Fox and themselves.

Curriculum Expectations
Reading
• Extends understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (i.e. Now that we have learned about the qualities of a hero, who in the community is a hero? Police officer, firefighter, EMS worker, etc.).

Writing
• Generate ideas about a potential topic, using a variety of strategies and resources (e.g. brainstorming ideas with the class about heroes).

Media Literacy
• Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g. a sign or poster for their classroom or school).

Social Studies
• Canada and World Connections - The Local Community.
Materials/Media

- BLM P-22: “The Terry Fox Foundation Character Traits”
- BLM P-23: “Making Connections Between The Character Traits, Terry Fox and Myself”
- BLM P-24: “Our Class Book of Heroes” title page
- BLM P-26: “My Hero” – book page
- BLM P-27: “My Hero” – bulletin board sheet
- Chart paper and markers
- Paper for posters (any size)
- Copy of school/Board Character Traits or Virtues

Lesson Delivery

Setting the Stage

- Briefly discuss what was learned during the previous lesson entitled: What is a Hero? Real vs. Superheroes.
- Have a list of qualities and characteristics related to real life heroes posted for students to refer to.

Core Learning Activity

- In small groups, have students try to remember all of the reasons why Terry Fox is considered a hero and have them jot down their ideas on chart paper. Encourage students to think of the words that describe Terry.
- Within our community we have people who help others every single day. Ask students to think of examples of people that help others (police officers, fire fighters, doctors, ambulance attendants - EMS, etc.). Talk about the special role and/or job these people have within the community.
- Discuss your school/Board Character Traits or Virtues with the students, along with the Character Traits from The Terry Fox Foundation (BLM P-22). Point out the fact that they are all positive characteristics and qualities, ones that we are all working towards achieving, maintaining, and/or improving.

Application of Information

- Select a Character Trait or Virtue, which you believe best represents Terry Fox. Create a poster that shows Terry Fox, and clearly identifies the Character Trait or virtue of choice. Hang the posters up during your school’s Terry Fox fundraising campaign.
- Students will use their schema (text to text, text to self, and text to world) to make connections between Terry Fox, the Character Traits, and themselves (BLM P-23).

Assessment

- Use student responses and information shared during discussions to assess their overall level of understanding.
• Completion of Character Traits /Virtue poster, according to specified criteria.
• Connections made between Character Traits, Terry Fox and themselves.

**Extension Activity**
Think of someone whom you consider to be a real life hero. It can be someone you know personally, or someone you would like to meet. Tell us who they are, what they have done or continue to do, along with the qualities and/or characteristics they demonstrate which makes them a hero. Select (BLM P-25) or (BLM P-26), whichever is most appropriate for your students. Hero work (BLM P-27) can be put up on a bulletin board in classroom or in halls of the school for an effective display of appreciation towards others.
TERRY FOX FOUNDATION
CHARACTER TRAITS

CARING
COURAGE
FAIRNESS
EMPATHY
HONESTY
INTEGRITY
PERSEVERANCE

How do these words connect to Terry, to you, your family, your school, and to the world around us?
# Making Connections Between
## The Character Traits, Terry Fox and Myself

Select 2 of the other Character Traits to write about:
Perseverance, Caring, Teamwork, Courage, Honesty, Fairness, Integrity

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>How this relates to Terry Fox</th>
<th>This reminds me of ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Terry felt sorry for others who were going through what he was going through after being diagnosed with cancer, especially young children. He didn’t want anyone else to suffer.</td>
<td>When a person or an animal is sick or in pain. I wish I could make it all go away and make them feel better.</td>
</tr>
</tbody>
</table>
Our Class Book of Heroes –

Inspired by Terry Fox

By: ____________________________
Date: ____________________________
My Hero

(Remember to talk about the qualities/characteristics that your hero demonstrates)

My hero is ________________________________

________________________ is my hero because ________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

by: ________________________________
Lesson: Terry Fox as a Canadian Hero
Curriculum Connection: Language Arts
Grade Level: Primary
Time: Approximately 2 x 30 minutes

Lesson Snapshot
In the first lesson, students will discuss Terry Fox as a Canadian Hero. The teacher will lead the students to arrive at a definition of what a Hero is and what makes Terry Fox a hero. In the second lesson, students will think of someone in their life that they see as a Hero and do a short written response on this person.

Success Criteria
Students:
• are able to come together to make an appropriate definition of a Hero
• will discuss and tell why they think Terry is/was a hero
• will think of an important person in their life that they see as their hero, with support for their choice
• complete a page to be used for a bulletin board display or for a class book entitled: My Hero
• will build on their knowledge of Terry Fox, the Marathon of Hope and the upcoming Terry Fox events in their school/community.

Curriculum Expectations
Writing
• Write short texts using a few simple forms (e.g., a simple report or story modeled on characters and events from a story).

Media Literacy
• Express personal thoughts and feelings about some simple media works (e.g., How did you feel about Terry Fox in this movie? What did you learn about Terry?).

Materials/Media
• BLM P-28: “My Hero”
• Video: Try the Impossible (8:00 minutes) The Terry Fox Foundation Compilation DVD #1
• Posters and video provided in Terry Fox school kit
Lesson Delivery

Setting the Stage

• Use posters of Terry Fox and display pictures provided in school kit (provided by the Terry Fox Foundation) to prompt discussion and reactivate prior knowledge.
• Talk about Terry, that he was a young man who developed cancer, and after his operation, and he was feeling better, he wanted to help children that had cancer. He decided to run across Canada to help raise money in order to help others who had cancer.

Core Learning

Application of Information

• Review information gathered on the Terry Fox Web from prior lesson and information from video
• Work with elbow partners to discuss:
  1) What did Terry try to do?
  2) Who was he trying to help?
  3) How do you know that Terry was very brave?
  4) If you could say anything to Terry today, what would you want to tell him?

Assessment

Use student responses and information shared during discussions to assess their understanding of who Terry Fox is/was.

Write a chart review of:
  How do you know that Terry was very brave?
  Give an example of this from the video.
  Why would you consider him a hero?
  What shows this in the video?

Extension Activity

Students will complete a page about one person they know well and that they consider to be their hero (BLM P-28). This may be used for a bulletin board display for Curriculum night, or for a class booklet on heroes.

MY HERO

My hero is my _____________________________.

______________________________ is my hero because

__________________________________________.
Lesson: Terry’s Goals and Your Goals
Curriculum Connection: Language Arts
Grade Level: Primary/Junior
Time: Approximately 60 minutes

Lesson Snapshot
Students will learn about some of the goals Terry set for himself, and the goals that he had related to the Marathon of Hope. Students will then have an opportunity to think about some of their own goals and develop an action plan of how they can achieve them.

Success Criteria
Students;
• are able to identify the reasons behind Terry’s Marathon of Hope, what some of his goals were and what he did in order to achieve his goals
• will identify some of their own personal goals and develop an action plan.
• are be able to discuss their ideas and work with others.

Curriculum Expectations
Reading
• Extend understanding of the texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

Reading
• Express personal thoughts and feelings about what has been read

Writing
• Generate ideas about a potential topic, using a variety of strategies and resources.

Writing
• Determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose

Materials/Media
• BLM P-29: “Information taken from various resources related to Terry’s goals”
• BLM P-30: “Some of Terry’s Goals”
• BLM P-31: “Some of ________’s Goals”
Lesson Delivery

Setting the Stage
- Have the word “Goals” posted on a chart or board. Ask students if they know what the word means. Students will probably talk about scoring a goal in hockey, soccer, etc. Tell the students that there is another meaning of the word goals, and it has to do with the plans that you have or set for yourself, something that you would like to work towards achieving and/or accomplishing.
- Explain to the students that you can have many different goals, depending on the stage of life you are in and your own experiences. Share some personal examples with the students about your goals as a child, teenager, young adult, teacher, etc. You may wish to talk about learning a particular sport or activity, becoming better at a certain skill, doing well in school, learning to speak a different language, going to university, becoming a teacher, etc.

Core Learning Activity
- Together as a class, come up with some headings that goals could fit under i.e. personal, family, school, sports, career, etc. Remind students that everyone’s goals are personal to them, and there is no right or wrong answer. Explain to the students that some goals may be small, which are more easily achievable goals, and others may be quite large and take more of an effort to achieve.
- Sitting in a community circle, hold a beach ball in your lap and state a goal that you have for yourself. After sharing your goal, say the name of a student and roll the ball to the student. The student states a goal and says another student’s name, and rolls the ball to them. This continues until all of the students have had a turn. If a student doesn’t want to share, they can say pass, name another student, and roll the ball to the next student. At the end, ask if anyone who had previously passed would like to share one of his/her goals now.
- Review what we know about Terry Fox so far (he had cancer, ran across Canada to raise money for cancer research, etc.). Read Some of Terry’s Goals (BLM P-29) to the class. You might like to read each heading i.e. To make his school’s basketball team, and then ask the class to fill in as much information as they know about each particular goal, filling in the necessary information along the way.
- Remind the class that some goals are easier to achieve than others, but anything is possible if you set your mind to it. Tell students that Terry believed in miracles and did what he believed he could do in order to achieve them. Share the following quotes from Terry Fox with the class:

  “I'm not a dreamer, and I'm not saying this will initiate any kind of definitive answer or cure to cancer, but I believe in miracles. I have to.”

  “Even if I don't finish, we need others to continue. It's got to keep going without me.”

  “Even though I'm not running anymore, we still have to try to find a cure for cancer. Other people should go ahead and try to do their own thing now.”
Application of Information

- Using (BLM P-30) have students come up with some of their own goals. Their goals should be a mix, some easy to achieve and some that may be more challenging. Also remind students to think in terms of the various categories that their goals could fit in (personal, family, school, sports, etc.)
- Using (BLM P-31) (primary) or (BLM P-32) (junior) have students record their goals along with a plan of action for how they plan to achieve them.
- Once goals and action sheets have been completed, have students share their ideas with a partner.

Assessment

- Use student responses and information to determine overall understanding of Terry Fox’s goals and what action he planned in order to achieve his goals.
- Conference with individual students about their specific goals and their action plans.

Extension Activity

Students could develop a chart or graph, where they keep track of the time that they spend working towards achieving their goal. For example, if they want to learn how to play a musical instrument, they could track the amount of time they spend practicing.
Information for Teachers
(Relating To Terry’s Goals)

To make his school’s basketball team - Terry loved sports and he wanted to make his school basketball team more than anything. Despite his small size, his grade eight phys-ed teacher noticed the “little guy who worked his rear off.” After three practices his coach suggested to him that he might be better suited to another sport. Terry was determined to get better and make the team. He went to school early every morning and stayed late afterwards so that he could practice. In grade 12, Terry and his friend Doug Alward shared the Athlete of the Year award. Terry even went on to play basketball at Simon Fraser University.

To run across Canada in order to raise money for cancer research – When Terry was 18, during his first year of university, he had to have his right leg amputated after being diagnosed with osteogenic sarcoma (bone cancer). During his 18 months of chemotherapy treatment, Terry was overcome by the suffering of other cancer patients, especially children. The night before his surgery, his basketball coach told him about another amputee who ran in the Boston Marathon. Terry decided that when he was feeling better, he would run across Canada in order to raise awareness about people suffering from cancer, and money for cancer research. He trained for 18 months, running over 5,000 kilometres to prepare. He started his Marathon of Hope on April 12, 1980, running an average of 42 kilometres a day, which is equivalent to a marathon a day. Unfortunately on September 1, 1980, after 143 days and 5,373 kilometres, Terry was forced to stop running outside of Thunder Bay, Ontario because the cancer had spread to his lungs. Terry passed away on June 28, 1981 at the age of 22.

To raise $1.00 from every Canadian – On February 1, 1981, Terry’s dream of raising $1.00 from every Canadian for cancer research was realized. The Terry Fox Marathon of Hope fund totaled $24.17 million.

To have a world free from cancer – Terry once said, “Even if I don’t finish, we need others to continue. It’s got to keep going without me.” Terry had hoped that it would be young people who would carry on his dream of a cancer-free world. Each year, more than 8500 schools across Canada host Terry Fox events. Other countries around the world have also gotten involved in Terry Fox Fundraising. To date, more than $600 million has been raised for cancer research in Terry’s name. Terry wanted to give money to the doctors and scientists who study cancer, so that one day they could find a cure and no one would have to suffer anymore.
Some of Terry’s Goals

To run across Canada in order to raise awareness about cancer and money for cancer research

To have a world free from cancer

To make his school basketball team

To raise $1.00 from every Canadian, to be used for cancer research
Some of _______ Goals

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<td><strong>Goal</strong></td>
<td><strong>Action Plan</strong></td>
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</tbody>
</table>
| Learn to tie my shoes | - practise tying my shoes every night  
                       | - ask my parents to help me     
<pre><code>                   | - keep trying until I get it right |
</code></pre>
<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th><strong>Action Plan</strong></th>
</tr>
</thead>
</table>
| Learning my multiplication facts | - ask my parents to quiz me on facts while driving in the car  
- use flash cards for quick recall  
- play multiplication games on the computer |
Lesson: Terry Fox Poster  
Curriculum Connection: Language Arts  
Grade Level: Primary  
Time: Approximately 2 x 30 minutes

Lesson Snapshot  
In the first lesson, students will look at sample posters focusing on evidence of and importance of text features. In lesson 2, students will design a Terry Fox poster, incorporating some text features, such as title, caption, picture, to raise awareness of their school Terry Fox Run/Walk.

Success Criteria  
Students:  
• will learn what some simple features are on a poster  
• will create a Terry Fox poster advertising their school Terry Fox Run/Walk including some pertinent text features

Curriculum Expectations  
Writing  
• Sort ideas and information for their writing in a variety of ways with support and direction (e.g., using pictures, labels, key words)

Media Literacy  
• Produce some short media texts for specific purposes and audiences, (a poster for their classroom or school

Media Literacy  
• Identify, initially with support, and direction, what strategies they found most helpful in making sense of and creating media texts

Materials/Media  
• BLM P-34: “Our Terry Fox Run/Walk”  
• BLM P-35: “Rubric for Poster Making”  
• Posters that are up within the classroom to demonstrate text features  
• Video provided by The Terry Fox Foundation  
• Appropriate size paper, markers, crayons, pastels, glitter, etc
Lesson Delivery

Setting the Stage
- Use posters of Terry Fox and display pictures provided by The Terry Fox Foundation to prompt discussion and reactivate prior knowledge.
- In elbow partners, then table groups (of about 4 students) encourage students to discuss what they like about the posters, and what they see first that stands out.

Core Learning

Application of Information
- In partners, then table groups (of about 4 students) discuss:
  - What do you like about the posters?
  - What messages do you see?
  - What do you see first that stands out?
  - What do the pictures look like? What do they include?
- Class review of ideas:
  - What messages do you see?
  - What do the pictures look like? What do they include?
- With a partner talk about:
  - What do you think would be good to use as a caption to catch attention?
  - What could you draw to match your caption?
  - What do you want to show about Terry when advertising your school event?
- Students make a poster related to their school’s Terry Fox Run/Walk.

Assessment
Completion of poster related to Terry Fox Run/Walk (BLM P-34), according to specific criteria discussed. See Rubric attached (BLM P-35).

Extension Activity
Students could share their posters with classmates, or buddy up with another class within the school to share their information and discuss their choices. Students could also work on their poster using computers if available.
OUR TERRY FOX RUN/WALK
### Rubric for Poster Making

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
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<tbody>
<tr>
<td><strong>Evidence of title and pictures relating to Terry Fox</strong></td>
<td>Picture and title are well thought out, and relate clearly to Terry</td>
<td>Picture and title are evident and relate to Terry</td>
<td>Some evidence of picture relating to Terry. Title evident, but not clear.</td>
<td>Picture does not relate to Terry Fox. Title is missing and/or not connected.</td>
</tr>
<tr>
<td><strong>Use of colour and artistic choices</strong></td>
<td>Excellent use of colour, and very creative display of work.</td>
<td>Good use of colour and some creative display of work.</td>
<td>Little display of colour and/or creative work.</td>
<td>Lacks colour and/or creative work.</td>
</tr>
<tr>
<td><strong>Communicates how ideas and information relate to Terry</strong></td>
<td>Thoroughly communicates how ideas and information are related to Terry.</td>
<td>Successfully communicates how ideas and information are related to Terry.</td>
<td>Some communication of how ideas and information are related to Terry.</td>
<td>Does not communicate how ideas and pictures are related to Terry.</td>
</tr>
</tbody>
</table>

### Rubric for Poster Making

<table>
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</table>
**Lesson:** We Continue Terry’s Dream  
**Curriculum Connection:** Language Arts  
**Grade Level:** Primary  
**Time:** Approximately 2 x 30 minutes

**Lesson Snapshot**  
Students will learn to relate their experiences to the character in a story.

**Success Criteria**  
Students;  
- are able to retell the character’s experience in the story.  
- share their own experiences to help them understand the character’s experience.

**Curriculum Expectations**  
**Reading**  
- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

**Materials/Media**

- BLM P-36: “Terry Fox: A Story of Hope” by Maxine Trottier (Pg. 21)  
- BLM P-37: “Terry Fox: A Story of Hope” by Maxine Trottier (Pg. 28)  
- BLM P-38: “My dream”  
- BLM P-39: “Rubric for Extending Understanding”

**Passages:**  
He didn’t care about being famous. He wasn’t keeping a penny of the money being raised. One dollar was all he asked from each Canadian. One dollar. Terry Fox was running all the way across Canada, and he was going to make it. He had never been happier.”

“Hope is a quiet thing, but if a dream is strong enough, hope can grow and grow until it touches everyone.”

“People are still running with his dream, people who believe in miracles, people who share Terry’s certainty that anything is possible if you try.”
Lesson Delivery

Setting the Stage
- Put passages listed above (BLM P-36) and (BLM P-37) up on chart paper to use as anchor charts, one or all could be used.
- Ask students what the main idea or big idea is in each passage.
- Ask what the author’s message might be? What do they want us to learn?

Core Learning
Application of Information
- Discuss each question/statement in pairs for 1 minute, then share with the whole group.
- We hear that Terry had never been happier while doing this run. What makes you really happy? If you could do something to make someone else happy would you feel good too? What might that be? What was Terry’s dream? What did he hope to do? What is your dream? (BLM P-38)

Assessment
Do the students have an understanding that by working together we can reach our dreams? If we do something we love, something that will help others, we can be proud of ourselves and be happy. Use (BLM P-39) for assessment.

Extension Activity:
Read pages from book. Students complete a journal response or reading response activity. Students could also write a letter to Terry asking about this picture taken in Toronto.
Terry didn’t just run. During his months on the road he gave
dozens of speeches, made endless phone calls, attended
receptions and gave interviews. It was exhausting, but it did help
raise money. At Toronto’s Nathan Phillips Square, Maple Leafs’
captain Darryl Sittler presented Terry with his 1980 NHL All-Star
team sweater. On that day Terry
raised 100,000 dollars. He ran
on, through the muggy summer
weather, south to London and
then back north. On July 28,
Terry ran into Gravenhurst
where he was welcomed with a
22nd birthday celebration.

So did the enthusiasm and warmth of
Canadians everywhere. People cheered, urging
Terry on with banners and signs. Some wept
when they saw him pass by, his face a mask of
concentration, while others stood in silence,
touched by his courage and his cause. The eyes
of the country were on a young man whose
every step said that cancer could be beaten, that
there was hope. He didn’t care about being
famous. He wasn’t keeping a penny of the
money being raised. One dollar was all he asked
from each Canadian. One dollar. Terry Fox was
running all the way across Canada, and he was
going to make it. He had never been happier.

“If you’ve given a dollar, you are
part of the Marathon of Hope.”
Hope is a quiet thing, but if a dream is strong enough, hope can grow and grow until it touches everyone. Terry Fox’s Marathon of Hope did not end on that morning. People are still running with his dream, people who believe in miracles, people who share Terry’s certainty that anything is possible if you try. And because Terry Fox tried his best, because he ran his marathon and gave us his precious gift of hope, someday a cure for cancer will be found.

Someday the hurting will stop.

Terry’s funeral on July 2, 1981, brought the country together in mourning. He was laid to rest in the Port Coquitlam Cemetery, not far from his favourite lookout, a quiet place where he sometimes went to think. Monuments honouring Terry can be seen in St. John’s, Newfoundland, in Port Coquitlam and Vancouver, B.C., and in Ottawa. This one stands in Thunder Bay, Ontario.

On April 4, 2005, the Royal Canadian Mint released a one-dollar coin with Terry’s image on it, in honour of the 25th anniversary of his Marathon of Hope.
My Dream
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Extending Understanding of the Text by Making Connections</td>
<td>Extends understanding of the text by making a meaningful connection with a high degree of effectiveness (e.g., an insightful connection to own experience and knowledge, to other texts, or to the world).</td>
<td>Extends understanding of the text by making a meaningful connection with considerable effectiveness (e.g., a connection to own experience, to other texts, or to the world).</td>
<td>Extends understanding of the text by making a connections with some effectiveness (e.g., a simple connection to own experience, to other texts, or to the world).</td>
<td>Extends understanding of the text by making a connection with limited effectiveness.</td>
</tr>
<tr>
<td>Demonstrating Implicit Understanding of the Text</td>
<td>Uses stated and implied information and ideas in the text to make inferences with a high degree of effectiveness.</td>
<td>Uses stated and implied information and ideas in the text to make inferences with considerable effectiveness.</td>
<td>Uses stated and implied information and ideas in the text to make inferences with some effectiveness.</td>
<td>Uses stated and implied information and ideas in the text to make inferences with limited effectiveness.</td>
</tr>
</tbody>
</table>
Lesson: Why Do We Do The Terry Fox Run/Walk? The Importance of Fundraising
Curriculum Connection: Language Arts, Math
Grade Level: Primary/Junior
Time: Approximately 3 x 30 minutes

Lesson Snapshot
Through whole group discussions, students will learn about some of the history and/or meaning behind The Terry Fox Runs/Walks in their school. Students will have a better understanding about the concept of teamwork and people working together for a common goal. Students will also discuss some of the fundraising and safety considerations involved when asking for donations.

Success Criteria
Students;
• will be able to discuss the reasons why their school hosts Terry Fox Runs/Walks
• will have a better understanding of the need and importance of fundraising
• are able to generate ways and/or ideas of how they can help to make a difference
• will be able to discuss safe ways of fundraising and asking for donations

Curriculum Expectations
Oral Communication
• Demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large- group discussions.

Writing
• Generate ideas about a potential topic, using a variety of strategies and resources

Math - Data and Probability
• Collect and organize categorical primary data and display the data using concrete graphs

Materials/Media
• BLM P-40: “History of Terry Fox Runs/Walks at Our School”
• BLM P-41: “Fundraising Facts and Safety Considerations”
• BLM P-42: “Terry’s Cancer Research Legacy”
• BLM P-43: “Terry’s Legacy”
• BLM P-44: “Why Should We Continue To Keep Terry’s Dream Alive? “
• BLM P-45: “What Are Some of the Ways We Can Raise Money for Cancer Research and The Terry Fox Foundation?”
Lesson Delivery

Setting the Stage

- Remind the students that Terry had a goal, to raise $1.00 from every Canadian to be put towards cancer research. When he realized he wasn’t able to continue on with his Marathon of Hope, he said that others would have to continue for him. Terry wanted everyone to realize that when we work together at something, we are much more successful than trying to do it all on our own.
- Share a quote from Terry: “That’s the thing about cancer. I’m not the only one, it happens all the time to people. I’m not special. This just intensifies what I did. It gives it more meaning. It’ll inspire more people... I just wish people would realize that anything’s possible if you try. When I started this Run, I said that if we all gave one dollar, we’d have $22 million for cancer research, and I don’t care, man, there’s no reason that isn't possible. No reason." This shows Terry’s belief in the power of working together.
- Talk to the students about why fundraising is important, since the money raised goes directly to a specific cause. You may want to mention that your school has been involved in various initiatives throughout the years (raising money for new computers, gym equipment, other charities, etc.). Tell students that their parents may donate money to various organizations as well, either through their work or on their own. Not only can we donate money, some organizations ask us to donate our clothes, toys and books, which we have outgrown or finished using, so that others can use them.
- Remind students that we fundraise in order to help others in need. Terry wanted to raise money to put towards cancer research, so we could live in a world that was cancer free. The Terry Fox Foundation was set up in order to continue to do just that.

Core Learning Activity

- Talk about why your school has chosen to participate in The Terry Fox Run/Walk. You might want to talk about: how long your school has been doing The Terry Fox Run/Walk, what sorts of things you have done in terms of raising money; how much money has been raised so far, etc. Use (BLM P-40) and have students fill in the important information. On the back of this sheet you could photocopy (BLM P-41) related to Fundraising Facts and Safety Considerations, then this sheet could be sent home with the students.
- Unfortunately cancer touches the lives of many people, young and old. Ask students if they know anyone who has cancer or who has had cancer.
- Show video: Terry’s Team: Messages of Hope (6 min).
- Remember to highlight some key information about: believing in miracles; continuing where Terry left off; working together to have a world free of cancer; helping others who may be suffering; etc.
• Refer to Terry’s Cancer Research Legacy (BLM P-42) and Terry’s Legacy (BLM P-43), in order to show the students what all of our great efforts to raise money for The Terry Fox Foundation has done. You may choose to read part or all of this information to the class.

Application of Information
• Students work together in groups to complete the Why Should We Continue To Keep Terry’s Dream Alive? (BLM P-44)
• In groups, complete the What Are Some of the Ways We Can Raise Money for Cancer Research and The Terry Fox Foundation? (BLM P-45)
• Discuss some fundraising facts and safety considerations for collecting donations for your school Terry Fox Run/Walk. See (BLM P-41).

Assessment
Use student responses and information to assess understanding. Make note of how well students work in various group situations.

Extension Activity
Students may wish to create their own personal fundraising goal sheet where they can keep track of their fundraising efforts, or use the one attached (BLM P-46). These goal sheets could be displayed in the classroom or hallway of the school.
History of Terry Fox Runs/Walks at Our School

The first Terry Fox Run/Walk was held in 1981.

Our school started participating in The Terry Fox Run/Walk in ________.

This is going to be our ________ year participating.

So far, we have been able to raise $____________ for The Terry Fox Foundation.

Our goal this year is to raise $____________.

Some of the things we have done, or might like to do during our Terry Fox fundraising campaign include:

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Fundraising Facts

Always go with an adult if you are going to be going door-to-door asking for people for donations.

You can ask your family (parents, grandparents, aunts, uncles, cousins, etc.) and family friends, if they would like to donate to your Terry Fox Run at school.

You can collect pledges using the paper pledge sheet or through on-line donations.

Every donation makes a difference, no matter how big or small it is.

Your mom and/or dad may be able to ask people at their work if they would like to donate to your Terry Fox Run.

Tax receipts will be issued for any donation of $20.00 or more.

Find out more about Terry Fox. Read and watch videos online about Terry and tell his story to your family and friends. This way you can explain why you are raising money for cancer research.

You can encourage people to support your school Terry Fox Run by using the on-line donation option. It is quick, easy, and environmentally friendly because it is paper-free.
Terry’s Cancer Research Legacy

- February 1, 1981 - Terry's hope of raising $1 from every Canadian to fight cancer is realized. The national population reaches 24.1 million; The Terry Fox Marathon of Hope fund totals $24.17 million.

- To date, over $600 million has been raised worldwide for cancer research in Terry's name.

- More than 1,164 cancer research projects have been funded in Canada; this includes 440 cancer research grants, 625 awards made specifically to support researchers directly through fellowships and scholarships to study in Canada and abroad, 22 cancer research capacity-building grants, and 54 grants to support cancer research meetings.

- Overall Five-year Relative Survival Rate is 63%, which has improved by almost eight percentage points between 1992 to 1994 and 2004 to 2006. It has more than doubled since the 1960’s.

- Relative Survival Rates are highest for thyroid (98%), prostate (96%), testicular cancers (95%), melanoma (90%), breast (88%) and Hodgkins Lymphoma (85%).

- When Terry Fox was diagnosed with cancer, there was only a 35% survival rate. Now, with all of the money raised for scientific research, the survival rate is more than 70%.

- Terry asked that funds raised in his name be applied to the best research projects, regardless of cancer type. So today The Terry Fox Foundation funds many different studies on a variety of cancer types including lung, ovarian, colorectal, pancreatic, oral, liver, oncolytic viruses and many more.

- Here are just two of the many research projects underway with Terry Fox Funds:
  - A new national, multidisciplinary team is leading the way to change and improve how brain cancer is treated.
  - A national study underway will identify new biomarkers to better predict and treat ovarian cancer, which will result in potential new drug treatments.

- Today, more and more people are able to beat cancer and live a long life because of the fundraising done throughout the years for cancer research and The Terry Fox Foundation. All of our efforts here at school have helped to make a big difference.

- No one has all of the answers or cures yet. That is why it is important for us to have our Terry Fox Run/Walk at school, and continue to fundraise, so that we can help doctors and scientists with this.
Terry’s Legacy

- **September 13, 1981** - The first Terry Fox Run is held at more than 760 sites in Canada and around the world. The event attracts 300,000 participants and raises $3.5 million.
- **Sept. 16, 2005** - Over 3 million students from over 9,000 Canadian schools participate in the first Terry Fox National School Run Day, one of the largest events in Canadian history.
- There are 14 schools and 15 roads in Canada named after Terry.
- Every year, millions of people in over 30 countries participate in The Terry Fox Run.
- **September 18, 1980** - Governor General Edward Schreyer presents Terry Fox with the Companion of the Order of Canada. He is the youngest recipient of the award.
- **December 18, 1980** - Sports editors present Terry with the Lou Marsh Award for his outstanding athletic accomplishment.
- **December 23, 1980** - The editors of Canadian Press member newspapers and the radio and television stations vote Terry, Canadian of the Year.
- **July 30, 1981** - The 83-kilometre (52-mile) section of the Trans-Canada Highway, between Thunder Bay and Nipigon, is re-named Terry Fox Courage Highway.
- **April 13, 1982/Jan 17, 2000** - A Terry Fox Stamp is issued by Canada Post; prior to this no commemorative stamp had been issued until 10 years after the death of the honouree.
- **June 26, 1982** - The Thunder Bay Monument, a 2.7-metre (9-foot) bronze statue of Terry, is unveiled at Terry Fox lookout west of Thunder Bay, Ontario.
- **June 30, 1999** - Terry Fox is voted Canada’s Greatest Hero in a national survey.
- **March 14, 2005** - The Terry Fox one dollar coin is unveiled. Terry is the first Canadian to be featured on a circulation coin.
- **October 29, 2007** - The Terry Fox Research Institute is launched, combining the clinical knowledge of cancer physicians with advanced laboratory expertise of scientific researchers, overcoming barriers of discipline and geography.
- **February 27, 2010** - The 2010 Vancouver Olympic Organizing Committee creates the Terry Fox Award, presented to an athlete who embodies the values that Terry did, showing determination and humility in the face of obstacles. It is awarded to Canadian figure skater Joannie Rochette and Slovenian cross-country skier Petra Majdic.
- **September 10, 2010** - Canadian basketball star Steve Nash directed “Into the Wind,” an installment of ESPN’s “30 for 30” series. It played on TSN to rave reviews and ESPN donated more than 10,000 copies to Canadians schools.
- **March 28, 2012** - The Canadian Medical Hall of Fame inducts Terry, recognized as a “builder” for his work to raise money for cancer research. Terry is the youngest-ever inductee into the CMHF and the first whose achievements were non-professional.
Why Should We Continue To Keep Terry’s Dream Alive?

(Use pictures and words to explain your ideas)
What Are Some of the Ways We Can Raise Money For Cancer Research and The Terry Fox Foundation?
**PERSONAL FUNDRAISING GOAL SHEET**

My goal is to collect pledges from _______ people.

My goal is to collect $________ for my school/Terry Fox Run/Walk.

I will do my best to keep Terry’s dream alive.

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You’re almost there!

Half way there... Keep up the good work!
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