



TERRY FOX LESSON PLAN

Sharing His Story With Your Students

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 1.6

- 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 1.2

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

Media Literacy 3.4

- 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-25: "My Hero" – book 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

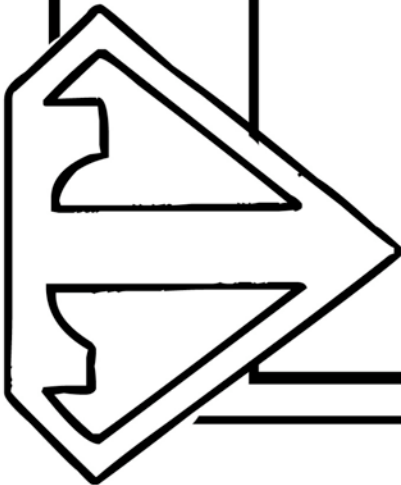
| Character Trait | How this relates to Terry Fox | This reminds me of ... |
|-----------------|--|--|
| Empathy | Terry felt sorry for others who were going through what he was going through after being diagnosed with cancer, especially young children. He didn't want anyone else to suffer. | When a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

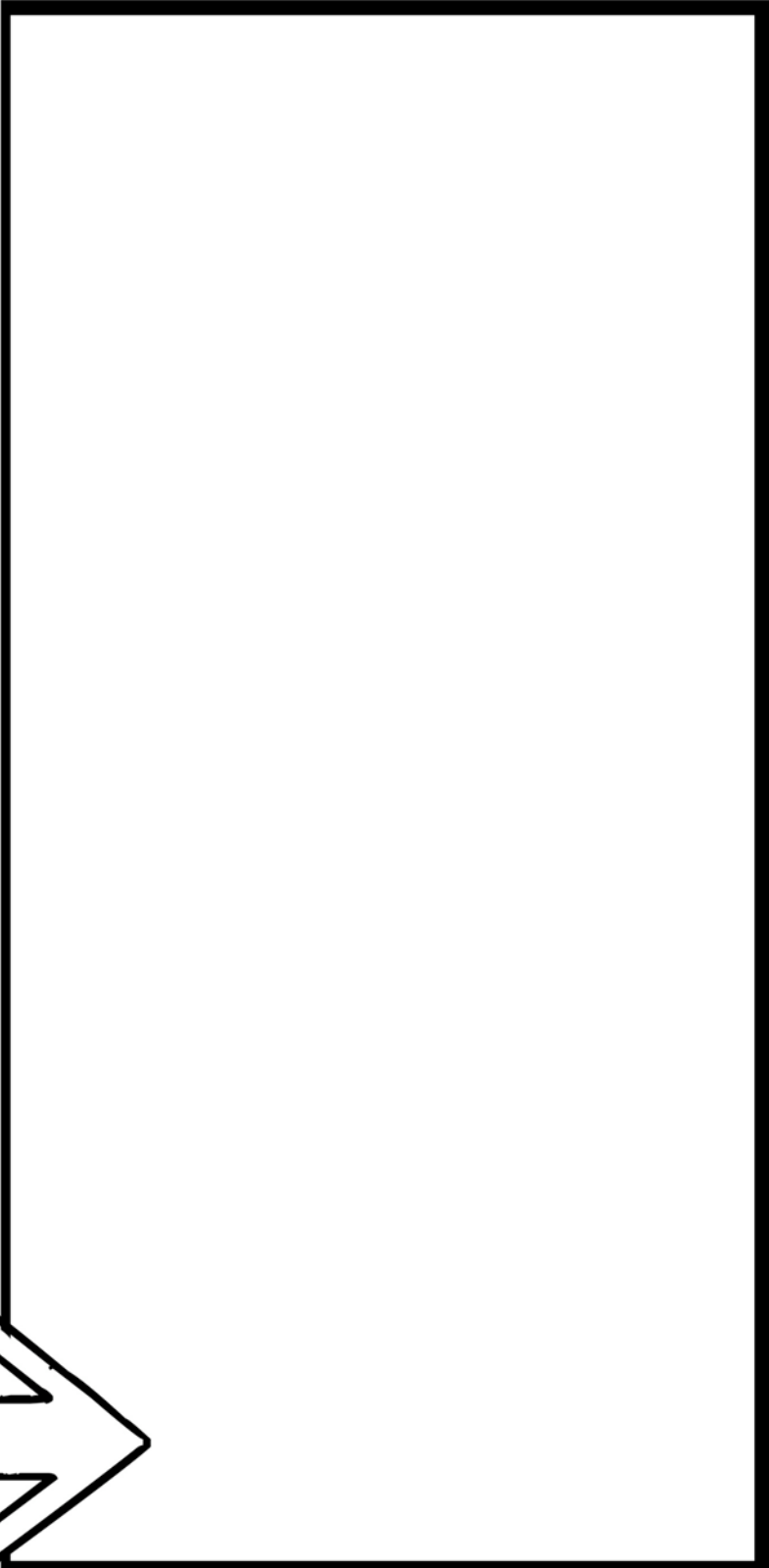


By: _____

Date: _____



My Hero by: _____



My Hero is _____



My Hero



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

My hero is _____

_____ **is my hero because** _____



by: _____



