



TERRY FOX LESSON PLAN

Sharing His Story With Your Students

Lesson: Terry Fox Doodle Art

Curriculum Connection: Visual Arts

Grade Level: Intermediate

Time: Approximately 100 minutes

Lesson Snapshot

Many of us have lost or know of someone who has lost a loved one to cancer. One of Terry's main goals was to create awareness around how cancer affects everyone, so that they become inspired to help find a cure for cancer. In this lesson, students will have the opportunity to share their experiences with their peers through the medium of art. Doodle art is something that everyone, regardless of their artistic ability can do. These final pieces of work will look great posted around the hallways and will help to create awareness about cancer.

Success Criteria

Students;

- are able to share their experiences with cancer.
- are able to create a piece of art that conveys a strong message regarding Terry Fox and Cancer.

Curriculum Expectations

Visual Arts D1.3

- Use elements of design in art works to communicate ideas, messages, and understandings for specific audience and purpose

Materials/Media

- BLM I-1: "Think-Pair-Share"
- BLM I-2: "Terry Fox Doodle Art" example
- BLM I-3: "Terry Fox Doodle Art" template
- BLM I-4: "Terry Fox Doodle Art Rubric"
- Pencils, Pencil Crayons or Fine Tip Markers

Lesson Delivery

Setting the Stage: Think/Pair/Share Activity

- Have Think/Pair/Share activity sheet (BLM I-1) on their desk when they come into the room.
- Tell students that they will be working on an art activity that has to do with Terry Fox and Cancer Awareness.

- Independently, have students record names of people they know with cancer, what they know about the Terry Fox story or any other facts pertaining to cancer beside the image labeled 'Think' on BLM I-1.
- After about five minutes, have students join with a partner and discuss what they have written down on their page. Encourage them to share their stories with each other. Then ask students to record any new information or information that they feel they would like to share with the class beside the image labeled 'Pair' on BLM I-1.
- After ten minutes, have each group share what they have on their sheets with the class. While each pair is presenting, the rest of the class can record information that they may want to use on their artwork. They should record this information beside the image labeled 'Share' on BLM I-1.
- Create an anchor chart at the front of the class of the ideas presented for easy reference.

Core Learning Activity

- After discussion, show example of Doodle Art from BLM I-2.
- Ask students to pick out different images or words from this example and infer why they feel these images or words were used in this piece of art.
- Have students look at the example carefully and pick out the different techniques used to pull all of the images together to make it effective (eg. spacing, thickness of lines, images, etc...).
- Lead students to the understanding that all of the images are small and they have equal distance of space between them. Also, lead them to the understanding that a lot of the space is filled with triangles and lines of different thickness.
- Discuss what messages or ideas can be taken from this piece of art.

Application of Information

- Hand out BLM I-3.
- Prior to starting, have students create a list of words and images they might want to use in their doodle art.
- Have them practice on a blank sheet of paper before they start their good copy to ensure they have their technique down. Remember that the key is to keep the images and shapes small with equal space around them.

Assessment

Using the rubric provided (BLM I-4) assess students on their ability to use elements of design to communicate ideas, messages, and understandings. Anecdotal notes may be used to assess ideas presented during the Think/Pair/Share activity.

Extension Activity

Have students create their own outline and fill with doodle art. Perhaps they fill an outline of a map of Canada, a Silhouette of Terry Fox or a word that represents the message that they are trying to convey. This will allow students to be more artistic and creative with regards to their final project.

THINK-PAIR-SHARE

Part of Terry's mission was to create awareness about cancer. By telling his story and the story of others who were fighting this battle, Terry was able to inspire a nation. On your own, **THINK** of and write down different people you know who have fought this terrible disease, or write down words that come to mind when thinking about cancer or Terry Fox. In **PAIRS**, share your ideas and try to develop more, as well, talk about and record the ideas that you wish to present to the class. **SHARE** these ideas and record new ideas that you would like to add to your art work.



THINK



PAIR

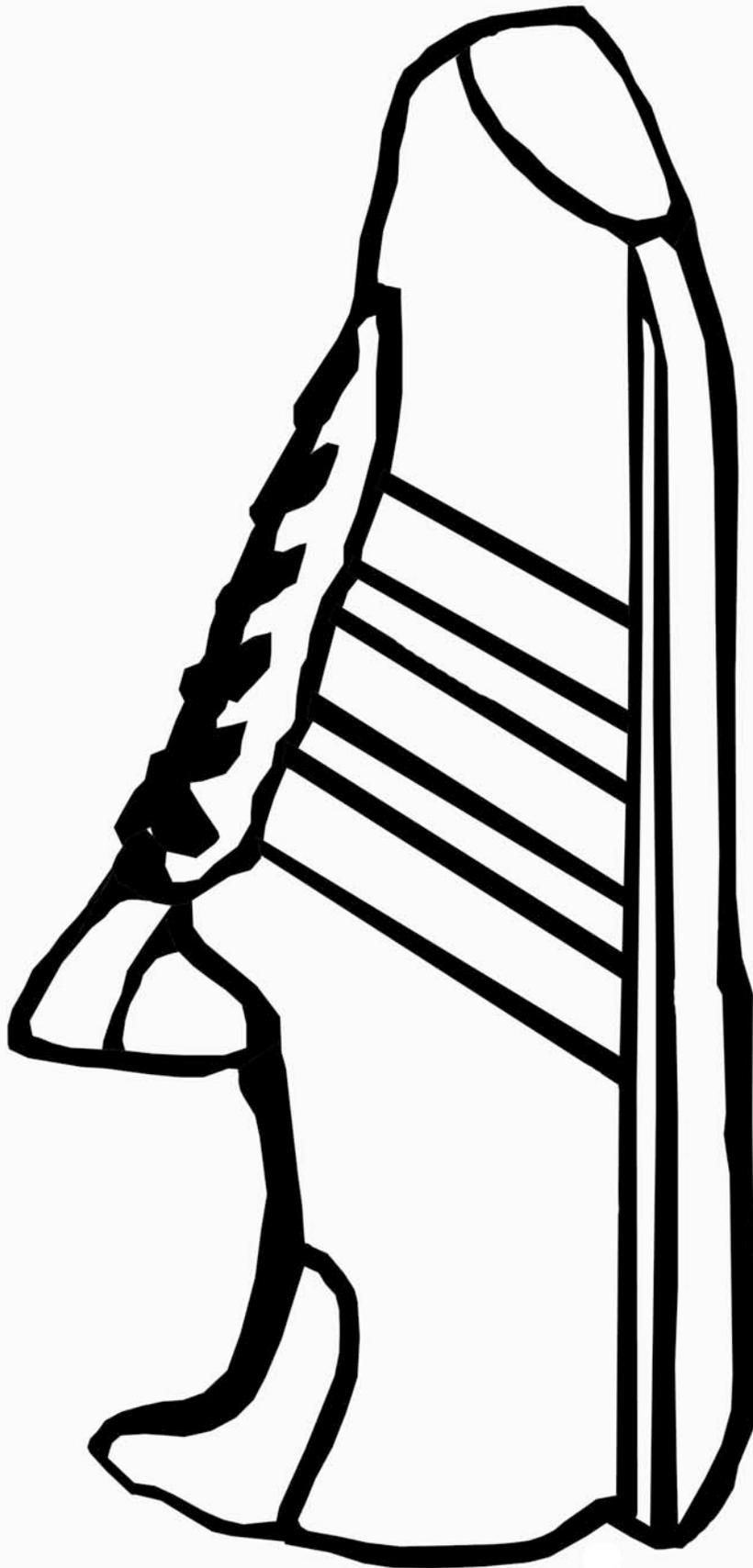


SHARE

FREE FREEDOM



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TERRY FOX DOODLE ART RUBRIC

Criteria	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Visual Arts D 1.3	Used a variety of design elements effectively to communicate a purposeful message or idea. Artwork was very creative, eye-catching and completed with extra attention to detail.	Used design elements effectively to communicate a purposeful message or idea. Artwork was eye-catching and completed with attention to detail.	Used some design elements effectively to communicate a purposeful message or idea. With more attention to detail, artwork could be eye-catching and more effective.	Used very few design elements effectively to communicate a purposeful message or idea. More attention to detail is needed to make work eye-catching and effective.
Feedback:				

