



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Grade 9 Healthy Active Living Education – Understanding and Building Resilience

Overview: Personal resilience is an important concept for youth to recognize, understand and build. Terry Fox was an excellent example of resiliency as he was able to take a devastating diagnosis at a young age and move past it to focus on his goals and display incredible empathy for other people. This activity will explore Terry’s resiliency further and allow students the opportunity to reflect on their own level of resiliency.

Curriculum Expectations: Overall expectations met for PPL 10
C1. Demonstrate an understanding of factors that contribute to healthy development.

Specific Expectations: [1.3]

Learning Goals:

- Understand the meaning of resiliency and its importance in our lives
- Identify the factors that build and challenge one’s resiliency
- Analyze those factors in our own lives and reflect on our own levels of resilience

Materials Needed:

Chart paper, markers, access to technology
Appendix A: Factors that Determine Resilience

Minds On: Activity #1 - Defining Resilience (Think, Pair, Share)

1. Individually, have students write down what resilience means to them.
2. Have the class get into partners and share examples of when they might have demonstrated resiliency in the lives.
3. In pairs, find definitions of the term resilience from three different sources.
4. Decide on a class definition.
5. Discuss, as a class, why resilience is an important human quality.

Action: Activity #2 - Analyzing Information (Individual or Partner Work)

1. Distribute Appendix A: Factors that Determine Resilience.
2. Ask students to examine Terry Fox’s early life and determine the factors that increased his resilience (protective factors) and the factors that decreased it (risk factors). Direct students to The Early Years - Terry Fox to start their research. Once they have exhausted this resource, encourage them to find other reliable sources of information about Terry’s life before his diagnosis.
3. Ask individual students or pairs to report back to class on one of the factors they discovered and their explanation of how it affected Terry’s resilience level.

Consolidation: Activity #3 - Reflection on Personal Resilience Level (Individual Work)

1. Allow students time to reflect on their own and complete the column "My Resilience Level" on Appendix A: Factors that Determine Resilience
2. Questions for reflection:
 - How does this factor affect my resilience?
 - What could I do to change how this factor affects my resilience if necessary?
 - What other factors affect my resilience that have not been identified yet?

Notes to Teachers: You could also ask students to identify controllable and uncontrollable factors in terms of their own resiliency.

