



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Character Traits

Grade Level: Intermediate (7/8)

Learning Goal: Students will be able to gather and select the key ideas and organize them effectively into a final product. Students will know more about Terry Fox and the character traits that he exemplified. At the end of these lessons, students will be able to create a strong visual representation of both Terry Fox and your school's Character Traits to be displayed for others to see.

Materials/Media:

- Appendix A: Character Traits part one
- Appendix B: Character Traits part two
- Appendix C: Character Traits template
- Appendix D: Terry Fox- Word Splash Activity rubric
- Video: "Try the Impossible" ([click here](#))
- Video: "My Friend Terry: Jay Triano" ([click here](#))
- Chart paper
- Markers (seven different colours)
- 11 x 17 blank paper

Instructions:

1. Prepare the room by hanging chart paper with the following statements: Who is Terry Fox?; What did T.F. do?; Why did T.F. do this?; What was Terry Fox like?; Additional facts and Information; Write words that describe T.F.; and Questions. Refer to Appendix A and B.
2. Divide class into groups and assign each group to a statement. Give two minutes for each group to add as much as they can to their chart paper, then rotate until all groups have visited each statement.
*Consider assigning a different colour marker or a number to each group to distinguish between contributions.
3. Review and discuss the information gathered as a class.
4. Discuss the character traits that make Terry Fox a role model around the world and ask the class, what character traits they feel that good role models have in common. Make a list on an anchor chart. (Here is a list of the character traits that The Terry Fox Foundation has selected to focus on: Empathy, Respect, Honesty, Integrity, Caring, Perseverance, Courage, Team Work.)

5. Appendix C: Character Traits (or the blank version) to each student. Show video(s), “Try the Impossible” and/or “My Friend Terry: Jay Triano” or read newspaper articles from the Terry Fox Foundation website (www.terryfox.org). Ask students to fill in the sheet(s) while watching/listening.
6. Discuss the importance of developing these character traits and the impact they will have on students’ goals and futures.

Extension: Create a ‘Character Traits’ bulletin board either in your classroom or in the hallway with each of the traits displayed and supported by the information gathered during the activity. Ask students to add to this board using other stories they found in the media or in their own community.

Assign students the Appendix D: Word Splash activity. Students start by selecting a word or image that they feel best represents Terry Fox. If they use a word, students should write the word in large bubble/block letters making sure there is room to draw or write within each letter. If they use an image, students should make sure there is enough room inside the image to add other images or more text. Using the information collected on the Character Traits sheets, ask students to fill in the word or text with other words or images relating to Terry Fox along with colour, detail and anything else that will make their assignment stand out and better represent Terry Fox. (Encourage students to have all of the character traits discussed in the lesson somewhere on their image.)

Assessment: Using Appendix D: Word Splash Activity rubric, assess students on their ability to gather and organize their information into a final product that is creative, eye-catching and purposeful.

Curriculum Expectations:

Writing

Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Appendix A: Character Traits Part One

Honesty



Empathy



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Integrity



Caring



Appendix B: Character Traits Part Two

Courage



Perserverence



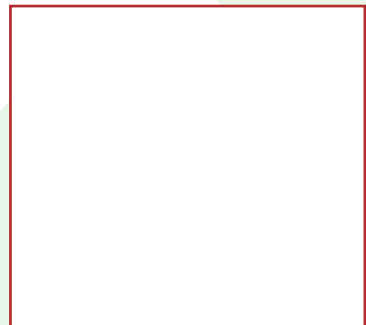
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Teamwork



Fairness



Appendix C: Character Traits Template



Appendix D: Terry Fox- Word Splash Activity Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
10 Word choice and description	Striking words and phrases have been consistently used to clarify and enhance the meaning.	Striking words and phrases have been used to clarify and enhance the meaning.	Striking words and phrases have sometimes been used to clarify and enhance the meaning.	Striking words and phrases have rarely been used to clarify and enhance the meaning.
2) Organization and use of space	A complex plan is evident with no awkward space left unused.	A plan is evident with little awkward space left unused.	A complex plan is somewhat evident with some awkward space left unused.	A plan is rarely evident with lots of awkward space left unused.
3) Neat, colour and creative	Imaginative, original and purposeful.	Original and purposeful.	Somewhat purposeful, neatness could be improved.	Neatness and originality need work.

Feedback

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