TERRY FOX
Lesson Plan

Sharing his story with your students

Lesson: Goal Setting

Learning Goal: Students will be able to determine how goals are achieved using a goal setting model. They will be able to create and execute a goal setting plan they designed for themselves, and design an effective flow chart relating to their goal.

Materials/Media:
- Appendix A: Group sorting cards (cut out from template)
- Appendix B: Goal Setting Flow Chart template
- Appendix C: Goal Setting Flow Chart example
- Appendix D: Goal Planning Flow Chart Assessment Rubric
- Video: I Had a Dream video (click here)
- Chart paper
- Markers

Instructions:

1. Hand each student a card (from Appendix A) and ask students to quickly identify other students in the class that have cards that are either the same as theirs or that relates to theirs. When students are in five groups, pose the question: How do the two cards relate to each other? Lead students to the understanding that these are usually the main goals for the people mentioned on the cards. As well, they are the top achievements for the people in these specific fields.

2. Give students chart paper and markers. Have them separate the paper into two sections. On the top section, have them answer this question: What do you think the person on your card needed to do to capture their goal? On the bottom section of the chart paper, have them answer this question: What character traits must they have in order to be successful at that level? Have students present their answers to the class. Look for commonalities in the answers from all of the groups and create an anchor chart using this information.

3. As a class, determine a collective definition for the term 'Goal Setting'. This definition should include deciding on what you want to accomplish and creating a plan to get there. Discuss important factors when setting a goal (SMART goals - Specific, Measurable, Achievable, Realistic, and Time-bound).

4. Distribute Appendix C: Goal Setting Flow Chart example and explain each of the headings to ensure the students understand the terminology.

5. Show video, "I Had a Dream". During the video, ask students to fill in the chart to the best of their ability using the information provided and any other previous knowledge they may have. At the end of the video, have students share the information they recorded under each heading. Show students the exemplar provided and discuss why a flow chart such as this could be useful when goal setting.

6. Hand out students Appendix B: Goal Setting Flow Chart template to help with their planning. They do not need to use this format. Encourage them to make an original flow chart. Students should try to use the same headings for their goal planning flow chart. OPTION: Depending on the class and the time available, students could create their own headings for their flow chart. As a class, brainstorm different headings that would work for this assignment. By co-constructing these categories, the headings might be more suitable for their age group and the goals they are going to set.

7. Create an anchor chart discussing the success criteria for their Goal Setting Flow Chart. Discuss what their final products should look like and what should be included. As well, encourage them to add in pictures, designs or anything else that will help their final product be more visually appealing.

8. Have students create an attainable goal that can be measured over the next month. They may choose an area such as; their health, academics, homework completion, charity, personal development, school initiatives, fund raising, etc. Remind students to use the SMART goals model to help guide them. Ask students to create their own original goal setting flow chart for something that they would like to achieve.

Extension: Encourage students to commit to documenting their progress towards a short-term goal(s) using whatever format works best for them. Monitor each student's progress through periodic conferencing. Upon completion of the allotted time frame, have students present their progress to their peers, if they are comfortable. Encourage them to discuss their rationale, their struggles, their successes, their tracking method and how they found the entire goal setting process.

Assessment: Using Appendix D: Goal Planning Flow Chart Assessment Rubric, assess students on their ability to organize their ideas and present them effectively using a flow chart. Use anecdotal notes during conferencing to track their progress and share feedback with students.
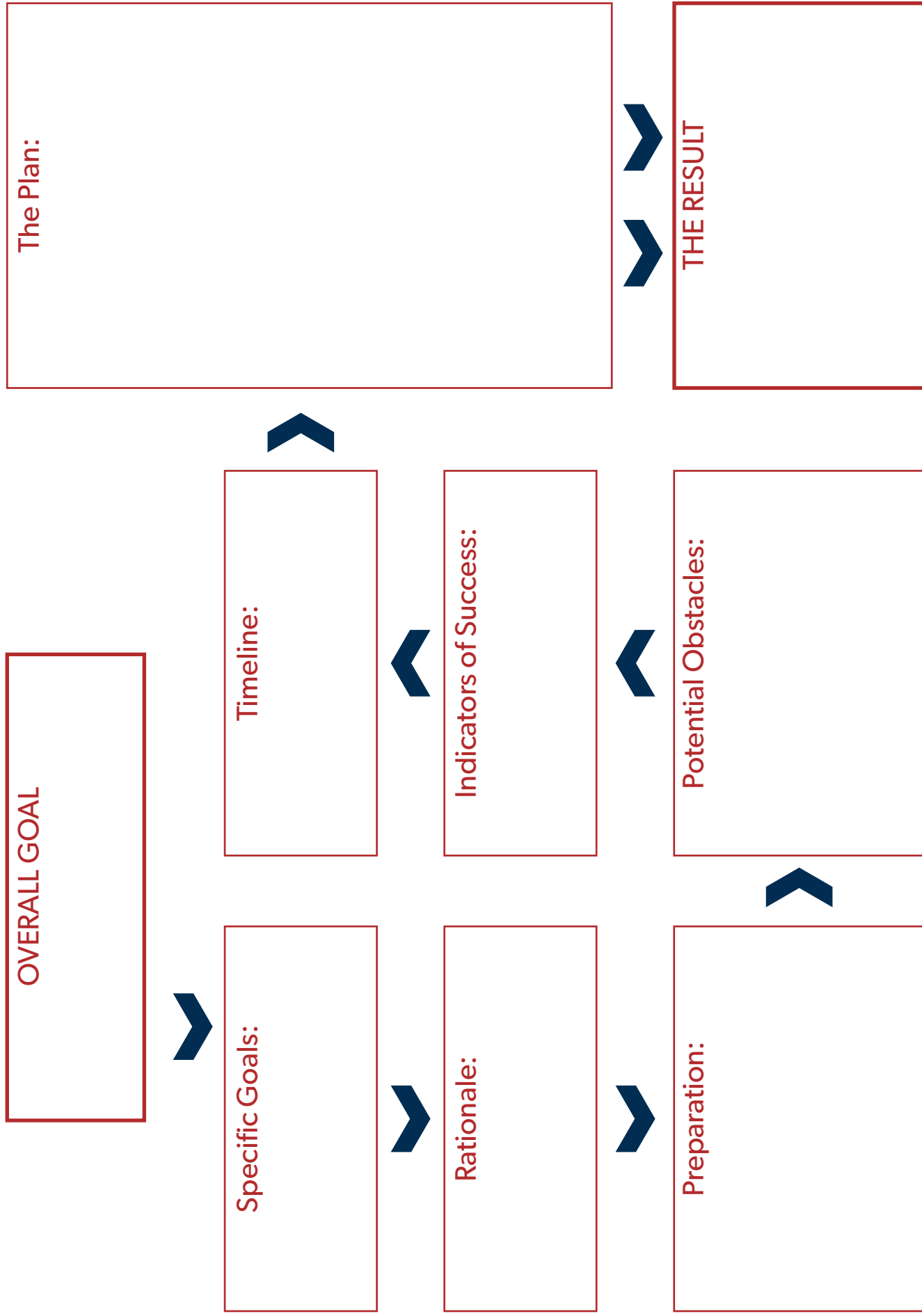
Curriculum Expectations:
Writing
Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies.

Appendix A: Group Sorting Cards

HOCKEY PLAYER	HOCKEY PLAYER	HOCKEY PLAYER
MUSICIAN	MUSICIAN	MUSICIAN
ACTOR	ACTOR	ACTOR
FOOTBALL PLAYER	FOOTBALL PLAYER	FOOTBALL PLAYER
AN ACADEMIC	AN ACADEMIC	AN ACADEMIC

STANLEY CUP	STANLEY CUP	STANLEY CUP
GRAMMY	GRAMMY	GRAMMY
OSCAR	OSCAR	OSCAR
SUPER BOWL	SUPER BOWL	SUPER BOWL
NOBEL PRIZE	NOBEL PRIZE	NOBEL PRIZE

Appendix B: Goal Setting Flow Chart Template

The Plan:

THE RESULT

OVERALL GOAL

Timeline:

Indicators of Success:

Potential Obstacles:

Specific Goals:

Rationale:

Preparation:

Appendix C: Goal Setting Flow Chart Example

TERRY FOX'S OVERALL GOAL
CONQUER CANCER

Specific Goals:

1 - Run across Canada
2 - Raise $1 from each Canadian
3 - Raise awareness about cancer research

Rationale:

As a cancer patient in British Columbia, Terry was so overcome by others suffering from cancer, he decided to run across Canada to raise awareness about cancer research.

Preparation:

- Ran over 5,000 km preparing for his cross country run
- Terry secured funding from the Cancer Society, Ford Motor Co, Adidas
- Terry planned to start in St John's, Newfoundland

Timeline:

-Approximately 215 days of running 42 km (26 miles) a day
-Start April 12, 1980
-Intended finish date of mid-November, 1980

Indicators of Success:

1 - Increased media coverage
2 - Completing a marathon a day
3 - Lots of money being raised

Potential Obstacles:

-Weather: Wind, rain, snow, sleet
-Traffic
-Wear and tear on the body — shin splints, cysts
-Wear and tear on prosthesis
-Arranging media stops to promote his Run while still running a marathon a day

The Plan:

-Dip artificial leg in the Atlantic Ocean on April 12, 1980
-Run 42 km a day
-Split distances up during the day
-Start running around 4am
-Drink water and eat oranges each kilometre to stay hydrated
-Eat plenty of calories a day to maintain his energy level
-Book as many media interviews and community awareness events as possible when not running
-Connect with as many people as possible to promote the importance of funding cancer research
-Dip artificial leg in the Pacific Ocean at the end of his journey

TERRY'S RESULTS

Although Terry's cancer returned and he was unable to complete his Marathon of Hope, he did achieve many things. He inspired a nation to come together as one and raise money and increase the awareness of cancer research. To date, more than $800 million has been raised in Terry's name worldwide!

Appendix D: Terry Fox Doodle Art Assessment Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Organizing Ideas **Writing Expectation 1.5**	- Flow chart ideas are very specific and detailed. - Goal is realistic and attainable, while at the same time challenging. - Supporting ideas are logical and effectively build upon each other.	- Flow chart ideas are specific and detailed. - Goal is realistic and attainable. - Most of the supporting ideas are logical and effectively build upon each other.	- Some of the flow chart ideas are specific and detailed. - Goal is somewhat realistic and attainable. - Some of the supporting ideas are logical and effectively build upon each other.	- Few of the flow chart ideas are specific or detailed. - Goal needs to be refined to make it more realistic and attainable. - Few of the supporting ideas are logical and effectively build upon each other.
Producing Finished Work **Writing Expectation 3.8**	- Finished product met and exceeded all the criteria outlined in class. - Flow chart design was creative, innovative, eye catching and logical.	- Finished product met most of the criteria outlined in class. - Flow chart design was logical and had several creative elements added to enhance overall visual appeal.	- Finished product met some of the criteria outlined in class. - Flow chart design was basic in its design, but information was in a logical order.	- Finished product met few of the criteria outlined in class. - Overall, the design of the flow chart was not logical and lacked visual appeal.

Feedback

____ *Overall Goal* needs to be more specific to be effective.

____ *The Plan* needs to include even more detail.

____ Must have measurable *Indicators of Success*.

Appendix C: Goal Setting Flow Chart Example