



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Identifying Heroes and Character Traits

Learning Goal: Terry Fox is the epitome of the character virtues we as teachers are trying to instill in our students. Using this lesson, students will work through activities to help identify Terry as a national hero, as well as recognize every day heroes in their own lives.

Materials/Media:

- Appendix A: Word Graffiti
- Appendix B: Heroes
- Chart paper
- Markers

Instructions:

1. Take a copy of Appendix A: Word Graffiti and cover each student's desk. When students come to their desks, ask them to silently read the graffiti sheet that is on their desk.
2. Ask them to circle or highlight five words that truly stand out to them.
3. Hand out Appendix B: Heroes. Students will sort the words they have selected in order and then use the words to describe people they know or people they have heard of, in a sentence.
4. Group the students and have them bring their worksheets and graffiti pages.
5. Draw the following chart on the board for students to copy on their chart paper. Complete with at least 5 - 7 names in each column.

PEOPLE WE KNOW	PEOPLE WE HAVE HEARD OF

- a) Each group will present their ideas.
- b) Circle commonly themed names as a class. Have a discussion about who the graffiti was about.
- c) Introduce Terry Fox to the class and share his biography and information about The Terry Fox Foundation.
- d) Each student will then create their own graffiti about Terry.

Extension: Use the website wordle.net to create a graffiti word web about a hero in their own lives. Display on a bulletin board near the Terry Fox graffiti that is the main product of this lesson plan.

Assessment: Anecdotal observations can be made during the group work part of this lesson. Teachers may choose to mark Appendix B: Heroes.

Curriculum Expectations:

Reading

- Read a variety of texts.
- Use stated and implied ideas in texts to make inferences and construct meaning.
- Make judgments and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.
- Sort and classify ideas and information for their writing in a variety of ways.

Appendix A: Word Graffiti

Read all the following words. Circle or highlight the five words that stand out the most to you. Think of someone you know or have heard of that would be described this way.

heroic

unique loving **athlete**

courageous

sincere

helpful

young

determined

humble

inspiring

Canadian

selfless

Appendix B: Heroes

Write down five words for the Graffiti that you think were most powerful. Rank them in order of how powerful they are. For example, put the number 1 beside the word you think is most powerful. The number 5 will be beside your least powerful word.

Word	Rank
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Use each word in a sentence to describe a person you know, or have heard of.

1 _____

2 _____

3 _____

4 _____

5 _____