



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Terry Fox is a Friend

Learning Goal: Students will be able to define what and/or who a hero is, based on previous knowledge gained from the Superheroes vs. Real Heroes lesson, and by looking at their school/Board Character Traits or Virtues, and those from The Terry Fox Foundation. Students will make connections to Terry Fox and why he is considered a true Canadian Hero, based on what he did during his Marathon of Hope and the impact that he continues to have.

Materials/Media:

- Appendix A: A Friend is Someone I Can
- Appendix B: Paper Doll Cut-out
- "Terry Fox A Story of Hope" book by Maxine Trottier
- Book dealing with friends or theme of friendship for read aloud

Instructions:

1. Read a book on friends/friendship and discuss the theme of friendship.
2. Use quotes from "Terry Fox a Story of Hope" by Maxine Trottier and display in a chart for students to see.
 - Pg. 5 "One boy, Doug Alward, began a friendship with Terry that would endure a lifetime."
 - Pg. 6 "By grade ten, Terry earned a place on the school basketball team, and when he and Doug graduated, they shared the Athlete of the Year Award."
 - Pg. 18 "Day after day, no matter what the weather, no matter how he felt, Terry ran. One mile at a time, with Doug waiting in the van up ahead. Doug drove the van and looked out for Terry's safety on the road. He made meals and cleaned up after Terry."
3. Have students complete a set of paper doll cut-outs (Appendix B: Paper Doll Cut-out) to represent themselves and their friend. Include their friend's name on the front of the doll.
4. Students can print words on the cut-outs to represent friendship (e.g. kind, considerate, generous). This activity can be called: "Terry Fox is My Friend Too" or "Friends Need Friends"
5. Students can fill in ideas about friends on Appendix A: A Friend is Someone I Can. These can go up on a bulletin board or be used in a small class book to be shared with classmates.

Extension: Students can introduce one friend from the class and tell why this person is a good friend. Make sure that everyone has someone to introduce so no one is left out.

Assessment: Do students relay understanding of friendship in oral responses and in their written responses in Appendix A: A Friend is Someone I Can. Are they able to discuss how to be a friend and how to treat a friend?

Curriculum Expectations:

Reading

- Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (e.g., restate important ideas and some related details, retell a story giving details).



Reading



- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience.



Oral

- Demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations. Demonstrate understanding by retelling the story or restating the information.

Appendix A: A Friend Is Someone I Can

 **A friend is someone I can:** 

 **A friend is someone I can:** 

 **A friend is someone I can:** 

Appendix B: Paper Doll Cut-out

