



# TERRY FOX Lesson Plan

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## Sharing his story with your students

### **Lesson: Superheroes vs. Real Heroes**

**Learning Goal:** Students will be able to identify and differentiate between qualities and characteristics of fictional superheroes and those of real heroes, such as community helpers and essential workers (police officers, fire fighters, doctors, nurses, ambulance attendants, military, etc.). They will be able to identify other people in their lives who they consider to be heroes and provide reasons to support their opinions.

### **Materials/Media:**

- Appendix A: Pictures of Superheroes and Real Life Heroes (Terry Fox and community helpers / essential workers)
- Appendix B: T-chart: Superheroes vs. Real Heroes
- Chart paper and markers

### **Instructions:**

1. Show a variety of pictures of superheroes, Terry Fox, community helpers / essential workers in order to initiate a discussion about real people vs. fictional characters.
2. Discuss special qualities and characteristics of superheroes (special powers, fly, run fast, invisibility, super strength, x-ray vision, shoot webs, climb wall, etc.) to those of real people - community helpers / essential workers (help others, put their lives at risk, selfless, keep us safe, fight for our rights, freedom and country, etc.). Record ideas on Appendix B: T-chart: Superheroes vs. Real Heroes.
3. Students turn to the person closest to them to discuss someone in their life who they believe is a hero and give reasons why.
4. Ask students to write a journal entry about who they consider to be a hero and why.

**Extension:** Have students create their own superhero (puppet or picture, during art), then put on a skit or write about their superhero's qualities and characteristics that only a real life person could demonstrate. Refer to Appendix A: Pictures of Superheroes and real life heroes for guidance.

**Assessment:** Use student responses during discussions to assess their overall level of understanding, along with the completion of the written component.

### **Curriculum Expectations:**

#### *Oral*

- Communicate ideas and information orally in a clear, coherent manner.
- Identify, with support, words or phrases that indicate whether text (photos) are fact or fiction.

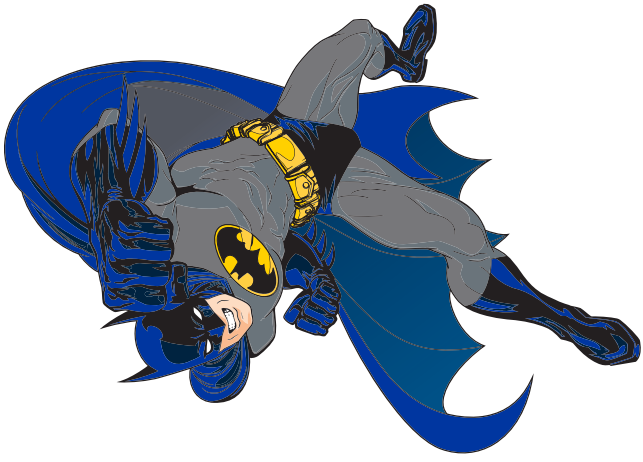
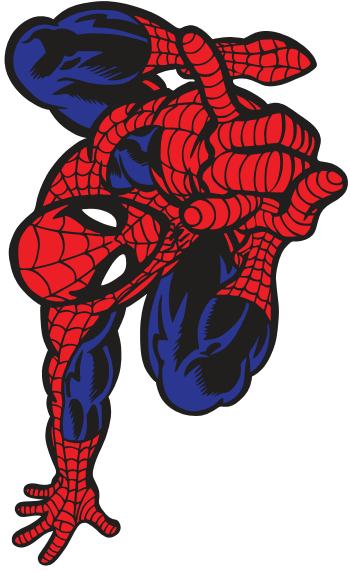
#### *Reading*

- Extends understanding of texts (photos) by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (eg/ Now that we have learned about the qualities of a hero, who in the community is a hero? Police officer, fire fighter, EMS worker, etc.).

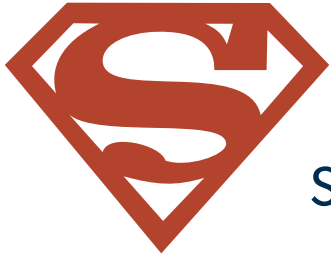
#### *Writing*

- Generate ideas about a potential topic, using a variety of strategies and resources (eg/ brainstorming ideas with the class about heroes).
- Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject (their hero) or audience.

# Appendix A: Pictures of Superheroes and Real Life Heroes



# Appendix B: Comparison between fictional Superheroes and real life Heroes



Superheroes



REAL  
HEROES