



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Grade 12 Recreation & Healthy Active Living

Overview: In small groups develop an activity (ex: intramural activity, trivia game, social media campaign) that recognizes Terry Fox's achievements and celebrates the Marathon of Hope.

Curriculum Expectations: Overall Expectations met for PLF4M (also suitable for the following courses: PPL1O, PPL2O, PPL3O, PPL4O).

Specific Expectations: B2. demonstrate the ability to plan and coordinate an event related to healthy, active living; (B2.3, B2.4, B2.5)

B3. demonstrate an understanding of safety procedures needed for injury prevention in a variety of activities related to healthy, active living; (B3.1, B3.2)

Learning Goals:

- Develop an action plan to run a healthy, active living event
- Effectively communicate information about an event/activity to a target group
- Implement an action plan to run a healthy, active living event
- Evaluate the success based on pre-established criteria and make recommendations for improvement

Materials Needed:

Appendix A: The Action Plan Sample

Appendix B: Action Plan Student Worksheet Video -

Heritage Minute: Terry Fox

Minds On: Activity #1 - Terry Fox - A National Treasure

1. Discuss the statement, Health is holistic in nature, which means that there is a strong connection between our physical/mental health, emotional, and spiritual well-being. (HPE Curriculum Doc 2015).
2. Use the link provided to show the students a video of Heritage Minutes: Terry Fox ([click here](#)).
3. While watching the clip, ask the students to write down words that connect with positive mental health and well-being.
4. When the lists are complete, ask the students to form small groups, (2-3 students) and categorize/ sort the words they wrote down into the components of Holistic Health, (ex: physical, mental, social, emotional, spiritual).
5. Groups are asked to consider the following:
 - How did Terry Fox and/or the Marathon of Hope help to inspire people to support the components of Holistic Health?
 - Do you feel people were able to develop a better understanding of resiliency because of the accomplishments of Terry Fox?

Action: Activity #2 - Developing an Action Plan

1. Ask the small groups created in Activity #1 to focus on one of the components of Holistic Health and create an action plan for an activity that recognizes Terry Fox's achievements and celebrates the Marathon of Hope.
2. Once the area of focus has been determined, the group will be asked to develop an Action Plan for the activity using Appendix A: The Action Plan Sample and Appendix B: Action Plan.
3. Each group member will need to be assigned a role(s) in the group, (ex: someone in charge of donations and sign up, someone coordinating the activity, someone in charge of promotion) in order to help differentiate responsibilities.
4. The activity should be promoted through a variety of promotional tools, (e.g., daily announcements, social media, or visual displays), to encourage student participation.
5. Each group will be asked to make a small presentation to the class about their activity in order to obtain peer feedback prior to the submission of the final action plan.
6. The action plans will be submitted to the teacher for feedback 2 days prior to the presentation.

Consolidation: Activity #3 - Reflection

1. Identify and explain two things you found most difficult or challenging as a leader.
2. Explain what you liked about being in charge of the activity and leading your peers?
3. What surprised you in terms of peer behaviour when you led the activity? Explain.
4. Explain the ways this opportunity to be a leader might benefit you in the future?
5. If you could "do it all over again", list two changes you would make to further improve your activity?

Personal Reflection:

Resilience is the ability to bounce back from challenges. It is an important aspect of an individual's mental health and emotional well-being. Considering the challenges, obstacles and accomplishments Terry Fox showed throughout the Marathon of Hope as you answer the following questions:

1. What are some ways that you can strengthen your resilience?
2. How can you apply these strategies to different situations in your life in order to support your achievement of positive mental health and well-being?

Notes to Teachers:

- Students should be encouraged to do some outside research in order to understand the life and story of Terry Fox and the Marathon of Hope.
- Using the links provided below to create and utilize trivia questions and/or inspirational quotes to support the activity and associated awareness campaign.

Additional Resources:

Terry Fox Quotes ([click here](#))

Parks Canada: Terry Fox and the Marathon of Hope ([click here](#))

Appendix A: The Action Plan Sample

1. Remind students that all presentations (term, summative) will be evaluated based on pre-determined criteria and need to include recommendations for improvement when they reflect on the presentation.
2. Provide the class with the following sample action plan.

Name of Convener(s):

Getting Started	
	information from the needs assessment survey
	goal(s) for the event/activity
	idea or concept defined (based on needs assessment survey)
	date and time (check school and community calendar for conflicts)
	activity format
	facility availability checked (any no-play dates?)
	equipment availability checked

Promotion Strategies (e.g., identify, educate, stimulate)	What/How?	Who?	When?
posters			
public announcements			
memo/visits to health and physical education classes			
other: flyers, letters, invitations, video clips, website			

Action Plan	What/How?	Who?	When?
<i>Personnel</i>			
officials identified, scheduled, and trained			
volunteers identified, tasks and responsibilities clarified, schedule set, materials/equipment distributed			
participants (e.g., sign-up lists posted, team lists developed and posted)			
teacher advisor in place			
<i>Communication</i>			
promotional and marketing strategies in place			
list of tasks and responsibilities for volunteers			
letters/memos/invitations			
schedules			
meetings and meeting agendas			
<i>Event Structure</i>			
Identify activity			
Schedule to be posted			
Rules posted			
<i>Fundraising</i>			
Set a school wide fundraising goal			
Share school fundraising link via social media, website and email			
<i>Risk Management</i>			
adherence to board and school policies and procedures			
pre-activity facility safety check (e.g., equipment, site)			
emergency action plan in place and communicated to all			
first aid kit			

	medical information available (where appropriate)			
	safety check equipment			
	appropriate supervision			
	fair play and safety rules outlined to participants			
<i>Protocol</i>				
	prizes or recognition awards obtained			
	opening/closing ceremonies arranged (e.g., site, stage, announcer, script, decorations, PA system, spirit squad)			
	order, pick up, organize, and clean up refreshments (e.g., snack bar, lunch, hospitality room for coaches)			

Implementation of Event		What/How?	Who?	When?
	follow action plan			
	continue to promote, announce games, announce daily winners			
	supervise the activity			
	be attentive to the needs of participants, volunteers, officials, etc.			
	daily facility/equipment safety checks			
	set up/take down/cleaning of equipment			
	record results			
	make adjustments/revisions as necessary			

Post-Event Activities		What/How?	Who?	When?
	acknowledge and recognition ceremony (e.g., PA, electronic bulletin board)			
	Student Participation Certificates			

Evaluation of Event				
	pre-determined criteria set for the event			
	collect feedback on the success of the event			
	needs of participants (e.g., motivation, satisfaction, interaction, changes in skills and abilities)			
	completion and submission of an evaluation of the event...what worked?, what didn't work?, what would you do differently next time?			

3. a) Ask students to individually review the information listed on the checklist to identify the key elements of successful events.
- b) Discuss the elements that determine the success of events with the class.
- c) Ask the class the following questions:
 - How would you know if your event was successful?
 - What are the indicators of success?
 - How could you gather feedback to assess your event?

Answers may include: participant evaluation forms; evaluation of group's goals; follow-up checklists; informal feedback from participants and spectators (e.g., thank-you letters).
- d) Distribute examples of evaluation tools.

4. a) Provide time for students to begin preparing the criteria and evaluation tool that will be used upon completion of their major event. The tool must take into consideration:
 - whether the needs of various target groups (e.g., participants, volunteers, officials, community partnerships) were fulfilled;
 - goals and objectives of the event;
 - event organization and implementation.
- b) Circulate and provide students with anecdotal feedback as they develop their evaluation tools.

Appendix B: Action Plan (Student Worksheet)

Partner#1:

Partner#2:

Partner #3

Activity / Game Overview: (select all that apply and provide a brief description)

- Physical Activity

- Trivia Game

- Social Media Campaign

- Other

Materials Needed:

Roles of Group Members:

Space Needed:

Fundraising Options:

Other Considerations: