

LESSON 2

TERRY FOX

Inspiration in Action



Exploring Holistic Well-being: Holistic Model & Goal Setting

SETTING: Classroom

SUGGESTED GRADE: 4 to 7

SUGGESTED TIME: 120+ minutes

CURRICULUM CONNECTIONS:

CORE COMPETENCIES

- Communication
- Critical Thinking
- Personal Awareness & Responsibility

MÉTIS CORE VALUES

FIRST PEOPLES PRINCIPLES OF LEARNING

SUBJECT AREAS

- Cross-Curricular Indigenous Knowledge and Perspectives in K-12 BC Education
- Physical and Health Education
- Social Studies
- Career Education

Students will be introduced to Terry Fox's story as an athlete — his young life playing sports and his big goal of a cross-Canada run to raise money for cancer research and awareness. Students will explore how a holistic approach to well-being and health could support athletes and others in working towards small and big goals. Students will then be encouraged to create their own goals through a holistic well-being lens.

Objectives

Students will:

- Engage in learning about Terry Fox as a young athlete.
- Explore the concept of holistic well-being (based on the medicine wheel) and how it relates to Métis Core Values, Indigenous culture and healthy life balance.
- Apply conceptual knowledge of holistic well-being to others and themselves.
- Reflect on their personal experience and set goals for future development.

Teacher Preparation

Review:

- Image of Terry Fox (see p. 7)
- The Holistic Model (see p. 8)
- In Terry's Words: Running Into the Heart of Canada heroinyou.ca/interryswords
- Teacher Background Information:
 - Métis Worldview Through Métis Core Values
 - Terry's Story terryfox.org/terrys-story/
 - The Holistic Model Background (see p. 9)



Activities

1 TERRY FOX – THE ATHLETE

- Explain to students that the class will be learning about a well-known British Columbian athlete. Before learning about the athlete's story, ask students to think about the qualities of an athlete. What makes an athlete successful? Have students work with a partner to discuss some ideas, and then share out as a class, recording the specific qualities. Help students to think critically about how skills are developed over time, and the qualities (dealing with failure, hard-work, practise, good listening, teamwork, etc.) that may assist someone to develop into an athlete. Remind students qualities are built over time.
- Share the Image of Terry Fox (see p. 7) with students and ask if they can identify him and to share what they know about his life as an athlete.
- Share more information with students about Terry's early life playing basketball. Use the **Terry's Story** resource as a guide (see p. 1) (scroll down and click on the "Download His Story" button and then refer to the Terry's Early Years pdf). Consider some of the following ideas:
 - Terry loved basketball, but according to his grade eight physical and health education teacher, he did not have a natural talent for the game. His teacher suggested he pick cross-country running as a sport instead.
 - Even though Terry did try out cross-country running, he still really loved basketball. He worked hard to be on the basketball team and played just one minute all season.
 - All summer, Terry practised basketball with his friend Doug, who beat him in practise every time they played.
 - Terry would practise basketball before school and after. He developed into a skillful player over time. In Grade 11 he became the starting guard on his high school team.
 - Eventually, Terry made the junior varsity basketball team at Simon Fraser University. The coach noted there were many players with more talent, but Terry had more desire and determination.
 - When Terry was 18, he was diagnosed with cancer in his right leg. His leg needed to be amputated above the knee (students can see this in the image of Terry Fox presented earlier).
 - On April 12, 1980, Terry began his Marathon of Hope, a cross-Canada run to raise money for cancer research and awareness. He runs an average of 42 kilometres a day (26 miles) — a daily marathon — through six provinces.
 - Terry's cancer spread to his lungs part way through his Marathon of Hope and he had to stop. He died of cancer a short time later, just before his 23rd birthday.
- As a class, return to the qualities of an athlete recorded earlier. Are there any additional qualities they could add, after hearing Terry's story?

TEACHING TIPS

- Explore more about **Terry's heritage** and **Métis culture** in Lesson 1 of this Terry Fox Inspiration in Action Lesson Set.



[TERRY FOX ON HIGHSCHOOL RUGBY TEAM]

2 THE HOLISTIC MODEL — INSPIRED BY THE MEDICINE WHEEL

- Explain to students that Terry had a huge goal — to run across the country to raise money for cancer research and awareness. Committing to a goal like that takes more than just skill and talent. As a class, look back at the qualities of an athlete previously recorded and note some of the qualities that could contribute to helping people set and commit to big goals.
- Explain to students that recently, Terry Fox's family learned about their Métis ancestry. Terry passed away before knowing about this aspect of his heritage.
- Introduce students to the concept of the Holistic Model, inspired by the medicine wheel. Refer to The Holistic Model Backgrounder as a guide (see p. 9). Medicine wheels have been used by many Indigenous communities for health and well-being, to gain an understanding of the different facets of life. Medicine wheels are circular in shape (all things are interconnected) and usually have 4 parts or quadrants. The Holistic Model was inspired by the medicine wheel and was adopted by the Aboriginal Sport Circle to represent the four main aspects of a person's development: physical, mental (intellectual and emotional), cultural, and spiritual.
- Present the Holistic Model (see p. 8) a tool for athletes developed by the Aboriginal Sport Circle. As a class, look closely at the 4 quadrants and discuss some examples of each aspect of the model. Some guiding ideas may include:
 - The term "holistic" means the "whole" person.
 - The 4 circles represent the 4 main aspects of each person in their development as athletes: physical, mental (intellectual and emotional), cultural, and spiritual.
 - When the 4 aspects are in harmony and balance, participants are more likely to have greater success in their sporting experience.
 - Harmony and balance are not just important for athletes. The Holistic Model can be used for individuals to help them think about where they need to learn and grow to help improve their overall well-being.
- Draw the 4 circles on the board or chart paper spread around the room and working in small groups, have students come up with what they think Terry might have needed to maintain balance in all 4 aspects as he worked toward his goal of running across Canada to raise money for cancer research and awareness. Have groups record their ideas in the appropriate spaces.
- Show the **In Terry's Words** video (see p. 1) and then re-visit the 4 aspects again, making additions to the ideas already provided. Next, have students review the **Métis Worldview Through Métis Core Values** from Lesson 1 in the Terry Fox Inspiration in Action Lesson Set and have the students reflect on where they see the core values represented in the 4 areas of the Holistic Model. Share together as a class.

3 GOALS FOR HEALTHY LIVING AND WELL-BEING

- Have students divide a piece of paper into 4 circles or quadrants and have them record personal reflections about their needs in all of the 4 aspects of The Holistic Model (physical, mental, spiritual, cultural) — not necessarily as athletes, but in their everyday life.



TEACHING TIPS

- If students are challenged with thinking personally about their own holistic needs, have them brainstorm generally first, and then relate to their own life.

In order to have a healthy balance — and take on big challenges and goals like Terry — what do they need? Some guiding examples may be:

- **Physical:** being physically active regularly enough to raise the heartrate; trying new physical activities and developing new skills; taking time to rest when feeling unwell; getting enough sleep at night; eating healthy foods to fuel the body.
- **Mental** (Intellectual & Emotional): taking breaks from school and work; building in time to engage in fun activities that bring joy; learning a new skill or hobby; self-care; asking for help and talking with others when feeling down; recognizing feelings of anxiety and stress and developing strategies to deal with these feelings.
- **Cultural:** exploring your ancestry/heritage, language, customs, traditions, ceremonies, foods; learning more about other cultures to connect with friends and neighbours; developing rituals like a classroom cheer or greeting; engaging in activities connected to your community like drumming, dancing, singing, beading, storytelling, hunting, fishing, trapping.
- **Spiritual:** engaging in activities like meditation, prayer, smudging, yoga; spending time in nature and connecting with the land; being caring, open and respectful of others' beliefs and practices; caring for yourself and others; listening to other opinions and beliefs; recognizing and celebrating differences.

TEACHING TIPS

- Model a goal for the students that you will commit to, and then have students record their own goals.
- Have students brainstorm other goals they have successfully achieved. What strategies did they use to accomplish those goals?

ASSESSMENT IDEAS

- Use student responses in small and large group discussions to check for understanding and application of new learning.
- Use their personal models for well-being and goal setting intentions to support continued self-regulation toward goal fulfillment.
- Have students reflect on the progress they make toward their goals, including any challenges or adaptations they decided to make over time.

- Have students reflect on their own model for well-being and think about an area they would like to address or improve. Is there something missing from their healthy balance? Something they would like to explore more? Have the students review the **Métis Worldview Through Métis Core Values** from Lesson 1 and discuss how these values can help us to make decisions and to set goals for personal improvement.
- As a class, explore the concept of setting goals. Maybe these are goals to do with a sport, or our healthy development at school, or being part of our community. This could be an individual goal related to participation in Terry Fox School Events. Discuss achievable goals, challenging goals, intermediate goals (step by step approach to larger challenges), and strategies for when we get stuck. Return to the **In Terry's Words** video (see p. 1) to think about how Terry had bad days and what helped him to move forward. Terry was not able to finish his goal of running across Canada on his own, but others have committed to continue to raise money for cancer research and awareness in his name (an example of extraordinary teamwork).
- Support students in creating a goal or goals to address one or more of the 4 aspects of their personal model for well-being that they hope to work on over a period of time. Decide as a class on the duration of time to commit to the goal (a week, a month, the school year).
- As a class, reflect on the first steps students will need to work toward achieving their goal. Some key steps — particularly to promote student self-regulation in working toward their goals — might include: How will they start? Is there anything they will need to research first, or skills they will need to practise? Who will they turn to when they run into challenges? How will they record and measure their success?
- Consider pairing and/or group students in “teams of support” for when they run into challenges or have questions. Some important reminders for students may include:
 - When Terry started his Marathon of Hope, he wanted to raise \$1 million. He adjusted his target over time to \$24 million — one dollar for each Canadian (population at the time). It's important to think critically about the goals we are working towards and make adjustments when necessary.
 - Often times, the challenge of working towards the goal is better than the ultimate achievement. Building skills, teamwork, learning how to self-reflect, etc., along the way.
 - Terry needed to stop running in Thunder Bay, Ontario, but many people all over the world were inspired by his determination and positive attitude. He has inspired so many around the world to continue to fundraise and donate to cancer research — far surpassing his original goal of \$24 million. As of April 2020, over \$800 million has been raised to support cancer research in Terry's name.
- Explore ways to document student progress (journals, charts, etc.) and come back to this goal setting as a class over the next week, month, year.



YURI ORESKIEWC, MÉTIS PHOTOGRAPHER

EXTENSION IDEAS

- Have students further research the **Fox Family Métis Kinship Diagram** (see Lesson 1 in the Terry Fox Inspiration in Action Lesson Set). Have students research other BC Indigenous athletes and the goals they set for themselves in their sport or physical activity.
- Explore other Indigenous models of medicine wheels or cultural models for well-being. Find out what variations of the medicine wheel may apply to your local setting.
- Go deeper in critical thinking about developing skills over time, and how students can use tools to build their skills of self-regulation as they work towards goals.
- Have students consider the power of inspiration — what does inspiration mean and how does it work? Consider Terry's original goal of raising \$1 million for cancer research, and then \$24 million, and now \$800 million over time. What are some other examples of how inspiration has worked to promote an important cause?
- Terry Fox did not know his Métis heritage — this was something the family learned about quite recently. Explore this concept of discovering your culture or ancestry later in life and how it might impact individuals and families. **MéTV 7 Episode 1** (see 6:50-12 minutes in the film clip) includes Darrell Fox, Terry's brother, explaining his perspective about this discovery.

RESOURCES & REFERENCES

- 1 The Terry Fox Foundation terryfox.org
- 2 Sport Organization Guide: Engaging Indigenous Participants sportpourlavie.ca/wp-content/uploads/2019/09/ILTPD_SportOrganization-Guide_Sept2019_EN_web.pdf
- 3 **Fox Family Métis Kinship Diagram** (see Lesson 1 in the Terry Fox Inspiration in Action Lesson Set)
- 4 Métis Nation British Columbia mnb.ca
- 5 Education for Reconciliation Métis Professional Learning mnb.ca/wp-content/uploads/2020/06/Education_for_Reconciliation_Metis_Professional_Learning_.pdf
- 6 Indigenous Sport Gallery bcsportshall.com/exhibit/indigenous-sport-gallery/
- 7 Truth and Reconciliation Commission of Canada — Resources for Educators education.nctr.ca/
- 8 Métis Nation British Columbia — **MéTV 7 Episode 1**

MADE POSSIBLE BY:

- BC Sports Hall of Fame & Museum
- Indigenous Sport, Physical Activity & Recreation Council (I•SPARC)
- Métis Nation of British Columbia
- viaSport British Columbia

SPECIAL THANKS AND GRATITUDE
TO THE TERRY FOX FAMILY

WRITERS & DEVELOPERS: JW SPORTA / LAYOUT & DESIGN: JULIE COCHRANE



The Holistic Model

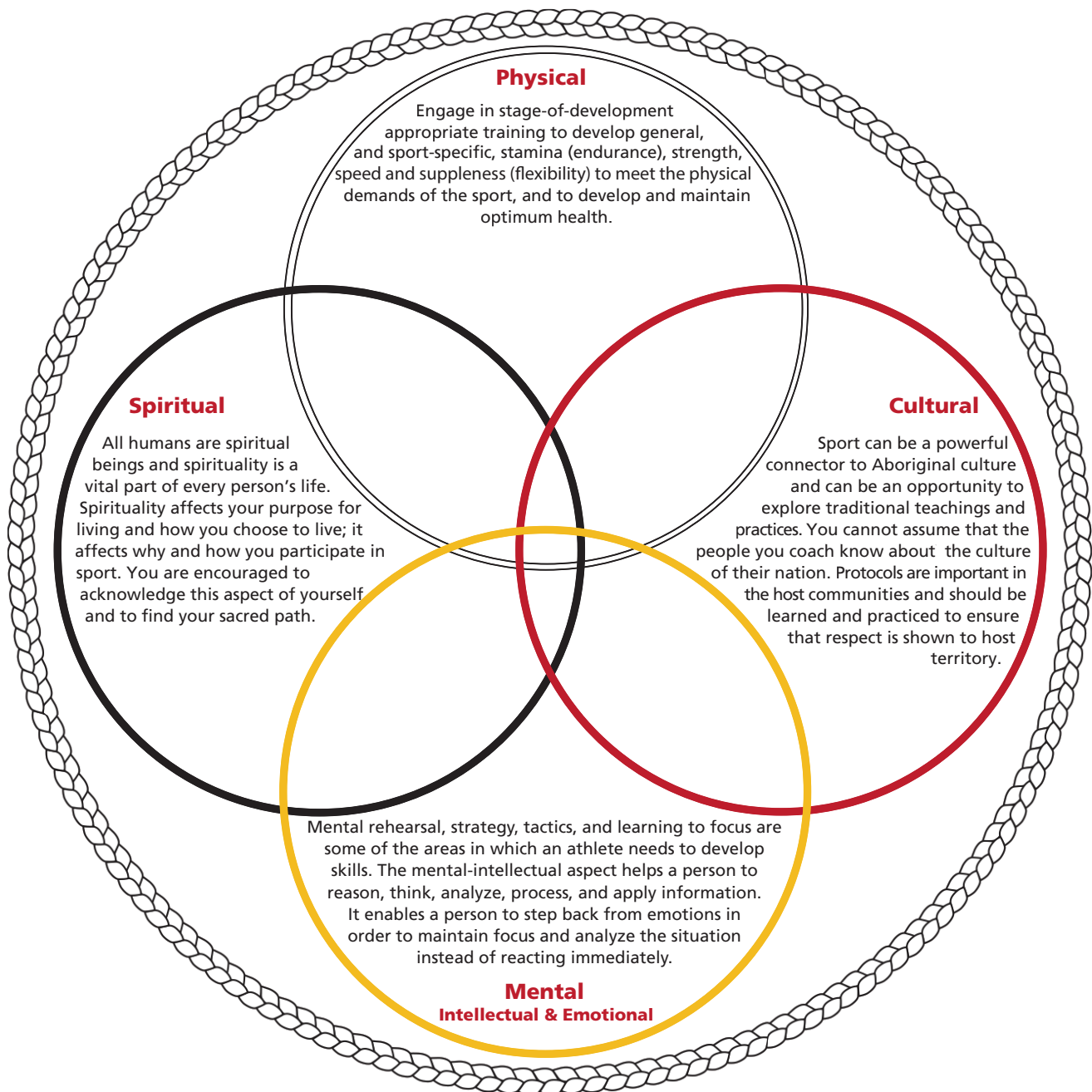


FIGURE 1: The Holistic Model (adapted from Aboriginal Coaching Modules, Module 1). The Holistic Model was developed by Rick Brant and generously given to the Aboriginal Sport Circle to use. Reference: Rick Brant, Aboriginal Sport Circle, 2019

The Holistic Model Backgrounder

The medicine wheel is an ancient symbol that has been used by many Indigenous peoples throughout North and South America. The medicine wheel shows the interdependence of all facets of life. One of the important principles of the medicine wheel is that harmony and balance in all four directions is the goal of learning and change (Aboriginal Sport Circle and Coaching Association of Canada, 2003).

The medicine wheel has been traditionally used to represent the four cardinal directions of north, south, east and west; the four seasons of winter, spring, summer and fall; the four sacred medicines of tobacco, sage, cedar and sweetgrass; or the four aspects of nature — physical, mental, emotional and spiritual. The medicine wheel is not used in the same way by every community.

The Holistic Model (see Figure 1, p. 8) was inspired by the medicine wheel and was adopted by the Aboriginal Sport Circle to reflect the different traditional teachings and interpretations from the many Indigenous communities throughout Canada. The Holistic Model is used to represent the four main aspects of each person in their development as participants and athletes: physical, mental (intellectual and emotional), spiritual, and cultural. When those aspects are in harmony and balance, participants will have greater success in their sporting experience. The Aboriginal Sport Circle has embraced the Holistic Model as foundational teachings for developing a holistic approach in sport.

The concepts behind the Long-Term Athlete Development Framework and Athlete Development Matrix are very similar to the concepts in the Holistic Model.

The Long-Term Athlete Development Framework, introduced in 2005 and revised in 2013, has been used by sport organizations to create a list of skills needed to be developed and performed by athletes at each stage of development. Underpinning the Long-Term Athlete Development Framework is an Athlete Development Matrix (ADM); a comprehensive set of performance components

which includes the physical capacities, psychological (mental) skills, technical skills and life skills necessary at each stage leading to a podium performance or to being competitive for life. Ensuring that athletes master stage-appropriate skills in each of the four domains is important, because too frequently, coaches at the higher levels find themselves having to provide remedial instruction to athletes who have missed learning critical skills earlier. It is the responsibility of each sport to ensure that participants have an optimal experience and consider what needs to be done in each of the different domains at every stage of the Long-Term Athlete Development Framework.

The concepts behind the Long-Term Athlete Development Framework and ADM are very similar to the concepts in the Holistic Model. The similarities make the Holistic Model a helpful tool for sport organizations to refer to when communicating important concepts about a sport specific athlete development pathway to Indigenous participants. Table 1 and Section 3 of this guide provides guidance on how to use the Holistic Model in combination with a sport's ADM and other Long-Term Athlete Development related materials.

