

ARTEFACT TALKS

Artefact Talks are 45-minute virtual education programs delivered in real-time! With Q&A engagement and [WebRotate 360®](#) software showcasing one-of-a-kind artefacts, these inquiry-based education programs simulate an in-person field trip experience from the safety and comfort of your classroom!



Follow Your Dreams – Alberta Curricular Connections

Recommended Grades: 3-9

Main Subjects: Health and Life Skills, Physical Education

Hall of Famers: Cindy Klassen and Lori-Ann Muenzer

Description: Students will develop skills of wellness and healthy choices through inquiry-based learning and studying artefacts as alternative media texts, helping youth to identify how to face challenges, set goals, and explore teamwork and healthy interactions in sport and beyond. Post-visit activities will allow students to plan and set goals, cooperate positively through team-building exercises, recognize and expand personal skills and self-worth, and explore career opportunities.

Hall of Famer Biographies	Subjects	General Outcomes	Curricular Rationale
<p>Cindy Klassen: Until Cindy finished school, she played every sport she could possibly fit into her schedule. By the age of 23, Cindy won her first Olympic medal, a Bronze in the 3000m, at the 2002 Olympic Winter Games in Salt Lake City, but she wanted more. Using strategies like visualization and goal-setting, alongside intense training, Klassen managed to have one of the best seasons by a Canadian athlete on the World Cup speed skating circuit with 13 Gold, three Silver, and five Bronze medals. At the 2006 Olympic Winter Games in Turin, Cindy became the first ever Canadian Olympian to win five medals in one Olympic Games; Gold in the 1500m, Silver in the 1000m, Silver in the Team Pursuit, and Bronze in the 5000m and 3000m, making her the most decorated Canadian Winter Olympian in history, with a total of six medals. Cindy also overcame a difficult double-knee surgery and won gold at the Ladies World Speed Skating Team Pursuit in 2011. She retired from professional speed skating and gives back to her community as a constable with the Calgary Police Service.</p> <p>Lori-Ann Muenzer: Entering track cycling at the age of 28, Lori-Ann Muenzer would experience and overcome many challenges, obstacles, and physical setbacks, most notably a mountain biking accident in 1999 where she plunged off a cliff that almost ended her career, and a ruptured appendix in 2002 while competing in South America. Instead of quitting, she raised the bar. Using strategies like visualization and goal-setting, alongside intense training, Muenzer won gold at the 2004 Athens Olympic Summer Games, being the only Canadian, to this day, to do so. Even though Lori-Ann’s career began later in life than most athletes, she accumulated 13 National Championship Titles, 4 World Championship medals, 11 World Cup medals, 3 Commonwealth Games medals, and is a two-time Olympian (2000 & 2004) to become one of Canada’s most successful cyclists of all time. Lori-Ann gives back to her community by volunteering, supporting fundraising events for cancer research, penning self-help books, and providing motivational speaking.</p>	<p>Health and Life Skills</p> <p>Physical Education</p> <p>English Language Arts</p> <p>Social Studies</p>	<p>Life Learning Choices: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.</p> <ul style="list-style-type: none"> L-3.7 assess how individual contributions can have a positive influence upon the family, school and community <p>Relationship Choices: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.</p> <ul style="list-style-type: none"> R-4.9 assess how to act as important role models for others <p>General Outcome C: Students will interact positively with others (leadership)</p> <p>Grade 7</p> <ul style="list-style-type: none"> C7-2 identify positive active living role models <p>Grade 8</p> <ul style="list-style-type: none"> C8-2 discuss positive active living role models <p>Grade 9</p> <ul style="list-style-type: none"> C9-2 identify and discuss the positive behaviours that are demonstrated by active living role models <p>General Outcome D: Students will assume responsibility to lead an active way of life (goal-setting)</p> <p>General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p>General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p>3.S.6, 4.S.6, 5.S.6, 6.S.6, 7.S.6, 8.S.6, 9.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community</p>	<p>Students will identify strategies that Klassen and Muenzer used to achieve their dreams, such as visualization and goal-setting, for effective life learning choices and to overcome challenges. Students will explore the different ways Klassen and Muenzer continue to give back to their communities beyond their greatest sport accomplishments to establish and maintain healthy and positive interactions and lifestyles.</p> <p>Post-visit activities will allow students to further study strategies to explore career opportunities, plan and set goals on how they may achieve their own dreams and develop a toolkit for effective team-building strategies.</p> <p>Students will use alternative media texts (i.e., artefacts) to explore the Hall of Famers’ feelings and experiences, both in sport and in life, relating to pursuing their dreams and setting goals.</p> <p>Post-visit activities will ask students to contextualize the experiences of Klassen and Muenzer in their own lives and respond personally to how they can utilize the Hall of Famers’ visualization and goal-setting strategies to achieve their own dreams and/or successes.</p> <p>Students will explore the ways Klassen and Muenzer used their experiences to become socially involved citizens to contribute positively to their communities.</p> <p>Post-visit activities will provide students will opportunities to identify age-appropriate ways that they can actively give back to their communities through their passions or interests (e.g. classroom, school, neighbourhood, etc.).</p>

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Lori-Ann gives back to her community by volunteering, supporting fundraising events for cancer research, penning self-help books, and providing motivational speaking.</p>	<p>Health and Physical Education</p> <p>Language, English</p> <p>Career/Life Planning</p>	<p>Positive Motivation and Perseverance – Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8.</p> <p>1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope</p> <p>Oral Communication – Grade 5, Grade 6, Grade 7, Grade 8, Grade 9.</p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details 1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways 1.4 identify the important information and ideas in both simple and complex oral texts in several different ways</p> <p>Media Literacy – Grade 3, Grade 4, Grade 5.</p> <p>1.3 express personal opinions about ideas presented in media texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</p> <p><i>Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12</i> Grade 3 – Grade 9</p> <ul style="list-style-type: none"> ensure that all students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) provide classroom and school-wide opportunities for this learning 	<p>Students will identify strategies that Klassen and Muenzer used to achieve their dreams, such as positive visualization and goal-setting, for effective life learning choices and to overcome challenges. Students will explore the different ways Klassen and Muenzer continue to give back to their communities beyond their greatest sport accomplishments to establish and maintain healthy and positive interactions and lifestyles.</p> <p>Students will use alternative media texts (i.e., artefacts) to explore the Hall of Famers’ feelings and experiences, both in sport and in life, relating to pursuing their dreams and setting goals. They will respond personally to how they can utilize the Hall of Famers’ visualization and goal-setting strategies to achieve their own successes. Students will also explore the ways Klassen and Muenzer used their experiences to contribute positively to their communities.</p> <p>Post-visit activities will allow students to respond critically to alternative media texts and to make connections between the Hall of Famers, ideas, and their own lives.</p> <p>Students will explore the ways Klassen and Muenzer used positive visualization and goal-setting to achieve their dreams. They will learn about the importance of setting goals and what it takes to achieve them.</p> <p>Post-visit activities will allow students to plan and set goals and develop a toolkit for effective team-building strategies. Post-visit activities will also allow students to further study strategies related to exploring career interests and opportunities.</p>