

# ARTEFACT TALKS

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EDUCATION PROGRAMS

## Japan through the Lens of Sport – Alberta Curriculum Connections

Recommended Grades: 8

Main Subjects: Social Studies, English Language Arts, Physical Education

Hall of Famers: [Marina van der Merwe](#), [Gareth Rees](#)

**Description:** Students will examine Japan using sports related artefacts as alternative media texts. Students will develop skills of historical, creative and critical thinking while demonstrating oral and media literacy by engaging in inquiry-based discussions about sports artefacts related to Japan that illustrate cultural aspects of its society, including hierarchical social and gender classes, while also drawing connections to how technological advancements can help shape worldviews. Post-visit activities will allow students to apply the research process and develop skills of media literacy by analyzing print or video media related to the 1964 and 2021 Olympic Games and use skills of informal debate to respond persuasively to express differing viewpoints to discussion questions. Students will also identify volunteerism and community service goals allowing them to give back to their communities.

Hall of Famer Biographies	Subjects	General Outcomes	Curricular Rationale
<p><b>The 1964 Olympic Games:</b> The 1964 Games were the first Olympic Games held in Asia, and also the first to be telecast internationally without the need for tapes to be flown overseas. The Games were telecast to the United States using Syncom 3, the first geostationary communication satellite, and from there to Europe using Relay 1. These were also the first Olympic Games to have colour telecasts. Certain events such as the sumo wrestling and judo matches, sports popular in Japan, were tried out in the domestic market using Toshiba's new colour transmission system. The 1964 Olympic Games were a catalyst in the country's urban development and economic growth and played a key role in the subsequent sporting boom that took place in Japan.</p>	English Language Arts	<p><b>General Outcome 1:</b> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> <p><b>General Outcome 2:</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>	Students will use inquiry-based learning and alternative media texts (i.e., artefacts) to demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation, specifically within the context of Japan.
<p><b>Marina van der Merwe (Samurai Helmet):</b> Marina van der Merwe coached the Canadian National Women's Field Hockey Team for an incredible 19 years (1976-1995), three of which included Olympic Games (1984, 1988, 1992). She believed in fair play and consistently challenged her athletes, making excellence a standard – and it paid off. The team ranking rose from 16<sup>th</sup> to 2nd at FIH World Cups. She is a respected leader who was considered ahead of her time for her extensive knowledge of exercise, sport science, and game preparation. When her team was in Japan for the 1978 International Field Hockey Match, the organizers would not speak to Marina van der Merwe as a female coach, only communicating organizational matters to the male team physician. Historically, Japan was ruled by women, but due to the Meiji period that modernized Japan, aspects of the patriarchy persisted, such as gender inequity. After Team Canada won both matches and the organizers realized Marina's coaching abilities, they deemed her a warrior, surpassing societal gender hierarchies, and presented her with a Japanese warrior helmet.</p>	Social Studies – From Isolation to Adaptation: Japan	<p><b>8.1.1</b> appreciate the roles of time and geographic location in shaping a society's worldview (C, I, TCC, LPP).</p> <p><b>8.1.4</b> appreciate how a society's worldview shapes individual citizenship and identity (C, I, TCC).</p> <p><b>8.1.5</b> analyze the effects of cultural isolation during the Edo period.</p> <p><b>8.1.6</b> analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period.</p>	During the live inquiry-based program, students will elicit, clarify and respond appropriately to questions and ideas presented in discussions while listening to others to understand their points of view. They will analyze how innovations and adaptations in technology, specifically television, can impact worldviews, and identify symbolism of sports memorabilia related to Japan that illustrates cultural aspects of its society. Students will also explore the ways that Gareth Rees used his platform to become a socially involved citizen that contributes positively to his communities.
<p><b>Gareth Rees (Daruma):</b> Gareth Rees is known around the world for his outstanding rugby skills. He is the only man to have represented his country, starting in every game, in four consecutive Rugby World Cups – 1987, 1991, 1995, and 1999. Gareth is also the first man in the world to Captain his country in two Rugby World Cups, 1995 and 1999 and was captain of the Canadian National team 25 times in his 14 years with the team. Gareth currently is the Director, Commercial and Program Relations of Rugby Canada and took Team Canada to the 2019 Rugby World Cup in Japan. The opening match was played at Ajinomoto Stadium in Chōfu, Tokyo, with the final match being held at International Stadium Yokohama in Yokohama. This was the first time that the tournament had taken place in Asia and outside the traditional Tier 1 rugby nations. The tournament saw the first cancellation of matches at the Rugby World Cup with Typhoon Hagibis. Gareth and his team employed the values they learned through sports and showed good sportsmanship by helping cleanup the aftermath of the typhoon; they were gifted a Japanese Daruma doll as a symbol of perseverance and good luck.</p>	Social Studies – Skills & Processes	<p><b>8.S.1</b> develop skills of critical thinking and creative thinking.</p> <p><b>8.S.2</b> develop skills of historical thinking.</p> <p><b>8.S.6</b> develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.</p> <p><b>8.S.7</b> apply the research process.</p> <p><b>8.S.8</b> demonstrate skills of oral, written and visual literacy.</p> <p><b>8.S.9</b> develop skills of media literacy.</p>	Post-visit activities will provide students with opportunities to research the 1964 and 2021 Olympic Games and develop skills of media literacy by analyzing video or print media related to the Games and identifying values, lifestyles and points of view, and/or biases represented in a media message. Integrated discussion questions will also encourage students to use skills of informal debate to persuasively express differing viewpoints relating to issues surrounding the Games, such as financial and infrastructural burdens on the host city, concerns related to Covid-19, and politics related to topical world events.
	Physical Education	<p>General Outcome C – Communication: Students will interact positively with others</p> <p><b>C8–2</b> discuss positive active living role models</p>	Building on Gareth Rees' story, post-visits will allow students to identify and carry out age-appropriate ways that they can actively give back to their communities through their passions or interests via volunteerism and community service.

# Japan through the Lens of Sport – Ontario Curriculum Connections

Recommended Grades: 8 and 9

Main Subjects: Technological Education, Social Studies, Language

Hall of Famers: [Marina van der Merwe](#), [Gareth Rees](#)

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		<p><b>Language</b></p> <p><b>General Outcome 1:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p><b>Specific Outcomes:</b> Grade 8 – <a href="#">1.4</a>, <a href="#">1.6</a>, <a href="#">1.7</a> Grade 9 – <a href="#">1.4</a>, <a href="#">1.5</a>, <a href="#">1.6</a></p>	During the live inquiry-based program, students will elicit, clarify and respond appropriately to questions and ideas presented in discussions while listening to others to understand their points of view. Students will use inquiry-based learning and alternative media texts (i.e., artefacts) to make connections between the past and present as well as demonstrate an understanding and appreciation of the ways in which beliefs, values and knowledge shape worldviews and contribute to a society's isolation or adaptation, specifically within the context of Japan.
	<b>Social Studies – The Historical Inquiry Process</b>	<p><b>Evaluate and Draw Conclusions:</b> Students make connections between the past and present, determine short- and long-term consequences of events, developments, and/or issues on different individuals, groups, and/or regions</p> <p><b>Communicate:</b> Students use appropriate forms (e.g. oral, visual, written, kinaesthetic) for different audiences and purposes</p>	Students will explore the ways that Gareth Rees used his platform to become a socially involved citizen that contributes positively to his communities. Building on Gareth Rees' story, post-visits will allow students to identify and carry out age-appropriate ways that they can actively give back to their communities through their passions or interests via volunteerism and community service.
	<b>Community Involvement Activities</b>	<p><b>Community Involvement Activities:</b> Ontario high school students must complete a minimum of 40 hours of community involvement activities. The goal is to encourage students to make positive contributions to their communities. Students can begin accumulating their hours in the summer before beginning Grade 9.</p>	Post-visit activities will also provide students with opportunities to research the 1964 and 2021 Olympic Games and develop skills of media literacy by analyzing video or print media related to the Games and identifying values, lifestyles and points of view, and/or biases represented in a media message. Integrated discussion questions will also encourage students to use skills of informal debate to persuasively express differing viewpoints relating to issues surrounding the Games, such as financial and infrastructural burdens on the host city, concerns related to Covid-19, and politics related to topical world events.