



Education Resource Outline



WOOD BUFFALO
2023
ARCTIC WINTER GAMES

The Arctic Winter Games Host Society acknowledges Treaty 8 Territory, ancestral and traditional land of the Cree, Dene and Métis people.

We are thankful for these borrowed lands along with the traditional teachings and lessons of resilience they offer us in the spirit of maintaining good relations with others for future generations.

As long as the sun shines, the river flows and the grass grows we will honour these lands.



Contains:

1. Bulletin Board documents for delegation
2. Classroom Resource Kit with Lesson Plans and sample assessments, with 1 one-pager on your delegation
3. Sport Guide to accompany Teacher In-Service
4. School Engagement Campaign (Partnership with Apple Schools?)

Tools required by school:

1. Scissors, glue, markers, pencil crayons
2. Staples
3. Unused Bulletin board
4. Chromebooks

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1. Bulletin Board, 18"x24

Each school will receive a kit that will allow them to decorate a games themed bulletin board and track the progress of each contingent's medal count

Knowledge Kit:

- <http://awg2023.org/teams/>
- Country with map image
- General History
- General language: Hello! Welcome! Good luck!
- Population Demographics

Includes:

Logos

Borders

Delegation one-pager



Curriculum Connections

Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 9.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue
<i>historical thinking</i>	analyze selected issues and problems from the past, placing people and events in a context of time and place
<i>geographic thinking</i>	interpret thematic maps to analyze economic and political issues
<i>decision making and problem solving</i>	take appropriate action and initiative, when required, in decision-making and problem-solving scenarios
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate leadership in groups, where appropriate, to achieve consensus and resolve conflicts peacefully and equitably
<i>age-appropriate behaviour for social involvement</i>	develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within the community
Research for Deliberative Inquiry	
<i>research and information</i>	reflect on changes of perspective or opinion based on information gathered and research conducted
Communication	
<i>oral, written and visual literacy</i>	communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	examine techniques used to enhance the authority and authenticity of media messages

K.1 I Am Unique: General Outcome 1

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.

K.2 I Belong: General Outcome 2

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

1. 1 My World: Home, School, and Community: General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.



1.2 Moving Forward with the Past: My Family, My History and My Community: General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

2.1 Canada's Dynamic Communities: General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

2.2 A Community in the Past: General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Dimension of Thinking, Grade 3:

3.S.3 develop skills of geographic thinking

3.S.7 apply the research process:

3.S.8 demonstrate skills of oral, written and visual literacy:

4.1 Alberta: A Sense of the Land: General Outcome

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

4.2 The Stories, Histories and Peoples of Alberta: General Outcome

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

4.3 Alberta: Celebrations and Challenges: General Outcome

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

5.1 Physical Geography of Canada: General Outcome

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

5.2 Histories and Stories of Ways of Life in Canada: General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time and appreciate the diversity of Canada's heritage.

6.S.1 develop skills of critical thinking and creative thinking:

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion

6.S.3 develop skills of geographic thinking

6.S.7 apply the research process



2. Lesson Plans and Assessments:

1. *Welcome Posters*
2. *Summary Writing: Ulu News Edition (grades 4-9)*
 - a) How to Write a Summary, Graphic Organizer
3. *Canadian History through the lens of sport mini documentary (Grades 7-9)*
 - a) WebQuest Lesson Plan
4. *Significance of the Ulu (Grades 4-12)*
 - a) Reclaiming cultural practices Info sheet
 - b) Reading Comprehension Questions
 - c) Personal Ulu Drawing Activity



Poster Kit: (Grades K-12)

Students will learn facts about their delegated contingent and then create posters with relevant pictures and the language of the contingent to be placed within the halls of the village. Use the Delegation one-pager to guide you in this project.

These contain phrases in the delegations language and any culturally significant information you may want to include. Collect these posters and email ana@awg2023.org when your school is done. She will pick them up to be put on display in the Participant Village.

Introduction:

Ask students to point on the map where the country of your delegation is. Then brainstorm with them what they may already know about that delegation.

“What language do they speak? What’s the weather like there?” “Has anyone ever been there?”

Activity:

Display or print out the Delegation one-pager and take turns popcorn reading the information, and pause at the end of each paragraph to ask them if there’s anything interesting they just read, or if it makes them think of anything they may already be familiar with.

Continue reading the information, pausing to try the pronunciation of the common phrases. At the end, ask students what stood out for them. Write these points on the whiteboard.

Have students brainstorm ways to welcome someone from this region to Fort McMurray. Use the language phrases provided and the information you brainstormed to create Welcome posters. These will go up all over the Participants Village during the Games, to welcome the athletes coming from around the North pole!

Closing:

Collect these posters and display them on the Arctic Winter Games bulletin board in your school.

December 17th is the last day to complete this task! All posters will be collected on December 18th and put on display in the Participant village of your delegation, so your athletes can feel welcomed.

*Please email ana@awg2023.org to pick up your posters.



Grades 4-9 Ulu News Article Summary (Requires sign up for Ulu News emails)

You Need:

- Highlighters
- Writing Utensils
- How to Write A Summary: Ulu News Edition (Provided)
- Copy of Ulu News, provided by Arctic Winter Games

Skill Development: Writing a Summary, Collecting Main Points, identifying main points, highlighting

Introduction:

Sign up for the Ulu News mail list at <https://mailchi.mp/awg2022/signup>

Ask the students if they know what a summary is. Write down the word summary in a circle on the whiteboard and draw spokes coming out of it, in a mind map. Write down the answers students provide, then give them the following definition:

Summary (noun): A brief statement of the main points of something.

Tell students one difference between summarizing something and retelling something, is that a summary is very brief, and only the most important points are used.

Activity:

Tell the students that we are going to work on writing summaries, and over the course of the next week, there will be many opportunities to learn how to write a great brief summary. There are a variety of methods to teach this. The most fun way is to teach students to highlight for the 5W's (Who, What, Where, When, Why) then jot down those words into the graphic organizer provided.

To scaffold, use the first article in the Ulu newspaper and read it paragraph by paragraph, modelling for the class and asking for help to pick out the important things. Have the class highlight together, then work in pairs to compile the highlighted parts onto the graphic organizer. Once everyone is finished, model how to combine their jot notes into sentences. There are several articles per newspaper, a great way to facilitate this would be to assign an article per student or per pair, and jigsaw the entire edition of the newspaper. Once everyone is done with their summaries, compile them into one large scale summary of the days' events and post it on the schools' Arctic Winter Games bulletin board.

Closing:

Have students hand in their summaries and provide feedback. If generating a report of the Ulu News for the Arctic Winter Games Bulletin Board, compile the summaries as a class and fix it to the board for everyone to see.



Grades 7-12 Lesson Plans and Sample Assessments:

1. "Canadian History through the lens of sport" mini documentary and WebQuest

Curriculum Connections:

You need:

Class set of Computers if completing WebQuest individually

Class set of hardcopy WebQuest document if completing as a class

Introduction:

Write the term "Arctic" on the board in a circle and ask students to write on the board/group brainstorm what they know about the Arctic. Have one student share this information with the class and write down what they compile on the board. Share any information you may already know about the Arctic, including pictures of arctic wildlife and Indigenous peoples.

Ask students if they have ever heard of the Arctic Winter Games, and if they are aware of the games coming to our region January 29th- February 4th. Provide them with a general overview of the information provided at the beginning of this packet. (Games played, teams and countries)

Assignment:

If conducting this WebQuest individually, hand out computers and share the digital copy of this document for students to fill in as they conduct their research. Students may wish to watch the mini documentary with their own headphones, or you may choose to watch it as a class.

Have students click through the Arctic Winter Games pages, filling in answers to the required questions using information mined from the website provided.

Closing:

Have students share their information with the class, and any questions they may still have after completing the WebQuest. Highlight anything they may find particularly interesting and let them know they are about to witness a very unique experience to come to Alberta. Refer them to the Arctic Winter Games Bulletin Board put up by your school and refer back to it during games time.



Significance of the Ulu Lesson Plan

Introduction:

Watch the following video.

<http://canadasports150.ca/en/arctic-winter-games/artefact-webisode-ulu-knife/80>

Activity:

Read the article provided from Canadian Encyclopedia and answer the reflection questions. Give each student a blank copy of the Ulu design Activity and allow them time in class to design their own ulu that represents their own unique heritage and personality. Some students may struggle to make connections with their heritage, so allowing the use of technology may help them research symbols of their heritage or unique traits they wish to represent.

Closing:

Have students display their ulu in the classroom and talk with their elbow partner about what they chose for their design and why. This allows students to feel pride in themselves and encourages them to dig deeper into their heritage.

Additional References to Further your Understanding

Historica Canada. The Canadian Encyclopedia, 2022. www.thecanadianencyclopedia.ca/

University of Waterloo, Chemistry of the Ulu. <https://uwaterloo.ca/chem13-news-magazine/march-2019/feature/ulu-chemistry-and-inuit-womens-culture>



3. Teacher In-Service and Sport Guide

In-Service Outline

- 1. Welcome**
- 2. Land Acknowledgement**
- 3. Program Rationale**

The Wood Buffalo Host Society is committed to staging and managing a successful games. The games will showcase excellence in sport, vitality in the Arts, cultural diversity, social interchange through youth investment, fiscal responsibility, teamwork, creative and widespread community support. The event will leave lasting benefits for participants and legacies for the people of the Regional Municipality of Wood Buffalo.

Through this in-service we hope to promote opportunities for capacity building in First Nations, Metis and Inuit education, while providing meaningful opportunities to develop an understanding of the diversity of these groups, and how sport can be a celebration of culture.

- 4. Purpose & Objectives**

Purpose:

To instruct educators and other school board personnel on the technical requirements of the Arctic Sports and Dene Games offered at the Arctic Winter Games. To allow educators to share their knowledge and experiences with their schools and promote the spread of indigenous history of sport within our school communities.

Objectives:

- a. Enhance understanding of the technical requirements
- b. Promote the Arctic Winter Games in our community
- c. Increase participation by schools
- d. Help educators develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. (TQS#5)

- 5. Overview of Sport Guide**
- 6. Games Demonstration**
- 7. Recommendations**



4. School Engagement Campaign

- Monthly challenges issued to the elementary schools, and Jr/Sr High schools
 - Photos sent to Apple Schools representatives or Education Program Manager. Winning schools/classes get a visit from Nitotem to deliver their prize
 - Local newspaper coverage?
 - Prizes include Colouring books for elementary schools, Day passes to the games for high school, tattoos, water bottles
- Update the Games website with Nitotem’s visit photos

Roll-out

- October 3rd- first email with monthly challenge (photo challenge-delegation poster)
- November 1st- second monthly challenge (Theme song Tiktok)
- December 5th- third monthly challenge (photo challenge, outdoors, sport related)
- January 9th- fourth and final challenge (sport related)



School Assigned Delegations

Assigned Delegations	
Alaska (1)	Beacon Hill Fort McMurray Islamic Ecole St. Paul St. Kateri Ecole Boreal
Alberta North (2)	Christina Gordon Frank Spragins Sister Mary Phillips Elsie Yanik
Greenland (3)	Dave McNeilly Greely Road School Good Shepherd Father Mercredi
Northwest Territories (4)	Dr. Clark Thickwood Heights O.L.R. Holy Trinity
Nunavik-Quebec (5)	Ecole Dickinsfield Timberlea Public Father Beau Bill Woodward
Nunavut (6)	MacTavish St. Gabes Walter & Gladys Hill Conklin Community School
Sapmi (7)	Westview Public School Christian Academy St. Anne's Catholic School Father R. Perin
Yukon (8)	Composite High School Westwood High School St. Martha's School Fort McKay School