



Teacher's Classroom Resource Kit

Grades K-12



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.

10019 Franklin Ave, Fort McMurray, AB, T9H 2K7

Arctic Winter Games Resource Kit Outline

Contains:

1. General information packet on designated Contingent
2. Bulletin Board documents for designated Contingent
3. Lesson Plans and sample assessments
4. Poster kit for classes

Grades K-6 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!

Lesson Plans

Grades 1-12

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.

In January, all posters will be collected 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 4-6 Ulu News Article Summary

*Newspaper produced by Arctic Winter Games during January 29- February 4th

You Need:

- Highlighters
- Writing Utensils
- How to Write A Summary: Ulu News Edition (Provided)
- Copy of Ulu News, must opt in to receive emails

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 that one difference between summarizing and retelling, 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.

How to Write a Summary: Ulu News Edition

Who is involved in your news article?

What happened?

Where?

When?

Why?

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.

Canadian History Through the Lens of Sport: WebQuest

Directions: Using the link provided, answer the following questions regarding the history and significance of the Arctic Winter Games.

Link: <http://canadasports150.ca/en/arctic-winter-games/origin-of-the-arctic-winter-games/77>

Page 1: Origin of the Arctic Winter Games

1. What two Canadian indigenous communities participate in the Arctic Winter Games?
2. Of the 11 Inuit sports, choose one (1) and describe it in the space provided.
3. What is unique to these games that separates it from others like The Olympics and the Alberta Winter Games?

Page 2: Sport and Culture in the Arctic Circle

4. What prompted the creation of the Arctic Winter Games?
5. Name one of the important symbols used from the Arctic that are used in the games, including their significance and how they are used.
6. What is one unique aspect of the cultural experience that people trade?

Page 3: Mini Documentary Arctic Winter Games

7. Who had the honour of opening the very first Arctic Winter Games in Yellowknife?

8. How do participants spend their nights?

9. Describe the premise of the Snow Snake competition.

Reflection Questions:

10. What did you find most interesting?

11. Make your medal predictions for your team below:
Gold: _____ Silver: _____ Bronze: _____

12. If you could compete in any game/sport in this years Arctic Winter Games, which would it be and why?

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 represent 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. These can be cut out and put on display around your Arctic Winter Games Bulletin Board, or your classroom.

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>

The Significance of the Ulu

An ulu is a cutting tool specific to the material culture of the Inuit. A practical device, the ulu has been significant to traditional subsistence strategies, namely hunting and harvesting. However, the ulu also holds cultural significance, especially to women, who have historically used the tool to cut meat for food, and skins for clothing. Today, some Inuit still use ulus for food preparation; others recognize the ulu for its traditional value.

An ulu is a type of knife used by the Inuit. In Inuktitut, ulu means “woman’s knife,” reflecting the historic use of the tool by female Inuit. Women used ulus for various domestic tasks, including food preparation and the separating of animal skins to ready them for the manufacturing of clothes. Historically, men used different types of knives and tools while hunting and fishing. Though the ulu still retains traditional significance as a woman’s knife, the object is also largely considered an important part of Inuit culture more broadly.

Design and Construction

A prominent feature of ulus is their distinctive, thin, crescent-shaped blades attached to a sturdy handle. Today, ulu blades are usually made of steel; the handles, of wood. The length and shape of blades and handles vary depending on the community.



Historically, ulu blades were made from stone varieties — often slate, shale or quartzite — and handles were crafted from bone, ivory or wood. Just like today, ulus ranged slightly in physical and material form. In the 1890s, some western Inuit fashioned blades by using rawhide, whalebone and pine root to sew them together through a common hole in the blade and handle. The Inuinnait (Copper Inuit) were known to construct their blades from copper that they mined in present-day Nunavut and the Northwest Territories.

Cultural Significance

As relics of traditional lifestyles, ulus are used by some Inuit to reclaim cultural practices eroded by colonization. Inuk cook Rebecca Veevee, for example, primarily used the ulu on her cooking show *Niqitsiat* (Healthy Food), which aired from 2009 to 2018 on the Inuit Broadcasting Corporation and Aboriginal Peoples Television Network.

Ulus also hold special importance to Inuit women. Consequently, an Inuk woman might use the same ulu for many years, sometimes her entire adult life. This object could include ornate drawings and engravings on the handles that are specific in meaning to the woman’s personal and cultural identity. Inuit rights activist Shelia Watt-Cloutier has noted that when an Inuk woman dies, her ulu retains her energy, making ulus powerful spiritual objects.

