

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article 'Commemorate Canada - The Arctic Winter Games'



Time:

90 minutes

Developed by:

Canadian Geographic Education

Overview/focus question:

What are the Arctic Winter Games? When did the Arctic Winter Games start? Why were the Arctic Winter Games created? What is the geographic significance of the games?

Subject/topic:

Cultural geography, Sports, History

Grade level:

Grade 6 - 10

Learning Goals

- Students will learn why the Arctic Winter Games were created and why they are important.
- Students will explore the geographical impacts on the Northern communities that affect their access to training resources.
- Students will learn about different sports that are played at the Arctic Winter Games.
- Students will explore the cultural significance of different sports played in the Arctic Winter Games.

Materials Needed

- A digital copy of "*Cancelled but not forgotten: The 50th anniversary of the Arctic Winter Games*" by Angelica Haggert
- Access to a projector or a way to watch a video
- Access to the [Arctic Winter Games](#) video
- Blank pieces of paper for posters
- Lined pieces of paper for reflection writing

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Connection to the Canadian Geography Framework

Concepts of Geographic Thinking

- Spatial significance
- Patterns and trends
- Interrelationships
- Geographic perspective

Inquiry Process

- Ask geographic questions
- Interpret and analyze
- Communication
- Reflect and respond

Geospatial Skills

- Spatial representations

Lesson Description

Minds on:

Students will be introduced to the Arctic Winter Games by watching a *Canadian Geographic* video about the first Arctic Winter games, followed by a class discussion about the games.

Action:

Students will read “Cancelled but not forgotten: The 50th anniversary of the Arctic Winter Games” by Angelica Haggert. As a class, students will discuss the different sports that are included in the games, comparing them to the ones that are included in the Olympics. Together, the class will compile a list of sports that are unique to the Arctic Winter Games. In groups, students will create a poster describing their sport.

Conclusion:

Students will post their posters around the class. The class will have a gallery walk to explore different sports, followed by a reflection on the sports discussed.

Lesson Implementation

Minds on

Introduce the Arctic Winter Games by mentioning that 2020 was supposed to be the 50th anniversary of the first Arctic Winter Games. Ask the class what they know about the Arctic Winter Games.

Show students Canadian Geographic’s video on [the first Arctic Winter Games](#). After watching the video as a class, discuss what the Arctic Winter games are like.

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Ask the following discussion questions:

- This video shows the first-ever Arctic Winter Games; what do you think they are like now?
- What is the difference between the Arctic Winter Games and the Olympics?
- What sports are played at the Arctic Winter Games?

Action

Have your students read “Cancelled but not forgotten: The 50th anniversary of the Arctic Winter Games” by Angelica Haggert in the Commemorate Canada collection on the *Canadian Geographic* website.

As a class, compare the sports played in the Winter Olympics to the Arctic Winter Games. Ask your students which sports are the same and which ones are different. Have a discussion as a class about how geography affects the sports played in the Arctic Winter Games. Ask your students to reflect on what information was provided in the text that describes the lack of training facilities in Northern communities; how did this play a role in the creation of the Arctic Winter Games? Ask your students to consider the physical and cultural geography when discussing the different sports played. Discuss some of the cultural traditions and differences between the Arctic Winter Games and the Olympics. Create a Venn diagram as a class to present all of the differences and similarities between the Arctic Winter Games and the Olympics.

Create a list together of sports played in the Arctic Winter Games that are unique to these games.

Sports that are unique to the Arctic Winter Games include:

- the one-foot high kick
- the two-foot high kick
- the airplane
- the knuckle hop
- the Alaskan high kick
- the one-hand reach
- the head pull
- the arm pull
- the sledge jump
- the triple jump
- the kneel jump

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Divide the class into groups and assign each group a different sport that is unique to the Arctic Winter Games. Students will create an informational poster about the sport that they are researching. The poster should include information about how the sport is played, why it is important and how it relates to the different cultures in the Arctic regions around the world.

Conclusion and Consolidation

Have students post their posters around the class and have a gallery walk. Give students time to walk around and learn about the different sports that are included in the Arctic Winter Games.

After students have had a chance to explore all of the different sports, have a discussion about the differences between the sports, why might these sports be played at the Arctic Winter Games instead of at the Olympics, and why these games are important to Arctic communities.

As an exit slip, students will write a reflection paragraph on the sport of their choice from the Arctic Winter Games. This reflection paragraph should include the sport that they would like to participate in and why.

Extend your geographical thinking

- If possible, have a day to try out the different sports.
- Have your students research the different locations that participate in the Arctic Winter Games.
- Students can share their posters throughout the school to introduce these sports to the school community.
- Organize an Arctic Winter Games event for your school.
- Have your students research the community, health and well-being of northern communities.

Modifications

- Students can be assigned a sport or choose their own sport to research.
- Students can create a presentation and present it orally rather than as a poster.
- Students can create their poster on an electronic device.

Assessment Opportunities

- rcaanc-cirnac.gc.ca/eng/1303132383681/1534960489079#chp2
- arcticwintergames.org/
- awg2020.org/
- nrcan.gc.ca/environment/impacts-adaptation/assessments/10035