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FOOTPRINTS THROUGH THE PAST TO A HEALTHY COMMUNITY:

Exploring Social Studies through an Inuit Perspective

Grade 1: My Healthy Community

Qikiqtani Truth Commission • Qikiqtani Inuit Association



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 Supporting Inuit education in all regions of Nunavut



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Introduction to the Qikiqtani Truth Commission



The Qikiqtani Truth Commission (QTC) was established and funded by the Qikiqtani Inuit Association (QIA) in October 2007 and is the first Inuit-led and -funded commission in the country. Committed to unearthing and spreading the truth of the history of the eastern Arctic, the QTC gathered oral histories and personal accounts informed by in-depth, rich, and historically accurate **Inuit perspectives**. The work details the colonial practices and policies that were imposed by the Government of Canada on Inuit in the **Qikiqtaaluk** region between 1950 and 1975. These practices permanently altered Inuit ways of life and included forced relocation, family separation, and the killing of *qimmiit* (sled dogs).¹ In 2010, the commission's work concluded, and the QIA board of directors accepted Justice James Igloliorte's recommendations for action and final report, *Achieving Saimaqatigiingniq*.²

It is important to understand that for many years, the Canadian government rejected Inuit calls for an inquiry into the unjust colonial policies and practices forced upon them. In 2000, the QIA and the Makivik Corporation of Nunavik requested that an inquiry be launched into the killing of qimmiit between 1950 and 1975.³ This inquiry was denied. In March of 2005, the Commons Standing Committee on Aboriginal Affairs and Northern Development called for the federal government to inquire into the alleged Inuit *qimmiq* slaughter.⁴ The Royal Canadian Mounted Police (RCMP) were then directed by the Canadian government to investigate these allegations. The RCMP produced a report that contradicted and rejected Inuit accounts of this history.⁵ In response to the report and after years of the truth being suppressed, the QIA established and funded the QTC.

1 “Campaigns and Advocacy,” Qikiqtani Inuit Association, accessed February 23, 2024, <https://www.qia.ca/what-we-do/campaigns/>.

2 "QTC Final Report: Achieving Saimagatigiingniq," Qikiqtani Inuit Association, accessed March 17, 2025, <https://www.qitc.ca/en/reports/qtc-final-report-achieving-saimagatigiingniq>

3 “The Commission,” Qikiqtani Truth Commission, accessed February 23, 2024, <https://www.qtccommission.ca/en/about-us/the-commission>.

4 Qikiqtani Truth Commission, "The Commission."

Qikiqtani Inuit Association, "Campaigns and Advocacy."

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Why Was This Resource Developed?



The goal of this resource is to support Nunavut educators in incorporating QTC content directly into classroom learning. The resource is grounded in **Inuit perspectives** and will help students build strong and developmentally appropriate understandings of what has happened to communities in Nunavut over the last eight decades.

This resource covers several of the social studies Learning Outcomes outlined in the made-in-Nunavut curriculum. As such, this resource can be used throughout the year and will be an essential tool for implementing the *Social Studies Curriculum*. It also provides educators with opportunities to make cross-curricular connections to other subject areas, such as the *Inuktitut Language Arts 1st Language*, *English Language Arts 1st Language*, *Science*, and *Physical Education, Health, and Wellness* curricula. This will ensure that it is easy for educators to implement the QTC's work in their everyday program.

By using this resource, elementary students will gain a wealth of knowledge about their **community**, their rights and responsibilities, and how the past shaped what their community looks like today. This understanding will serve as a foundation to help contextualize the challenging subject matter of their community's history as they are introduced to it in later grades.

For middle and high school students, this resource will serve as a tool that will help facilitate their participation in an empowered and informed learning of their history, highlighting their ability to become advocates for social and cultural equity.



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Connections to Inuit Qaujimagatugangit



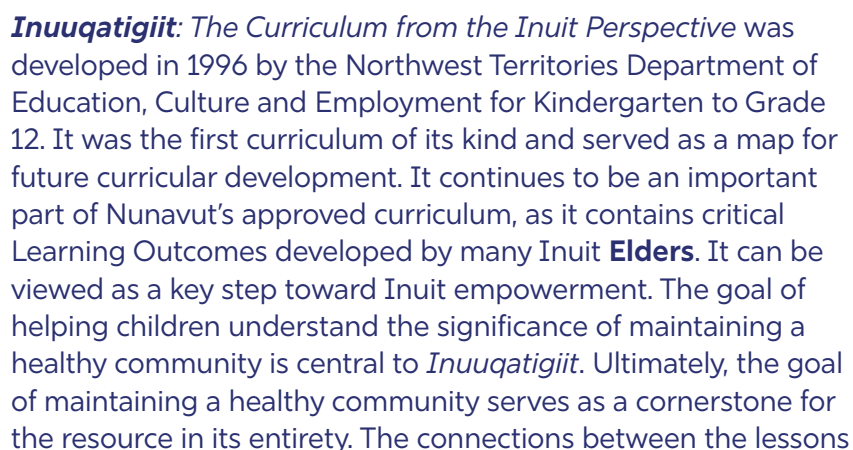
Social studies is a particularly rich subject area for teaching **Inuit Qaujimajatuqangit (IQ)** because of its broad and multidisciplinary nature. Although IQ has been organized into eight principles, its holistic nature must always be kept in mind. The principles would not be necessary in a traditional Inuit pedagogy; however, they are necessary in the structure of the current curriculum. The *Social Studies Curriculum* has been organized into three strands: Community, Stories, and The Land. Each of these strands connects clearly with specific IQ principles.

- Community: *inuuatigiitsiarniq* (people living well together). This principle is the foundation of the Major Understanding of this strand. Inuuatigiitsiarniq involves valuing diversity and recognizing one another's rights, needs, and responsibilities.
- Stories: *pilimmaksarniq* (developing skills through observation, mentoring, practice, and effort). Stories have always been the means of transferring knowledge and wisdom to others, especially between generations.
- The Land: *avatittinnik kamatsiarniq* (taking care of the environment). The purpose of this strand is based entirely on this IQ principle. The land will take care of you if you take care of it.

The other five principles are integrated throughout the curriculum and have important roles during different parts of the learning process. *Piliriqatigiinni*q, for example, plays a strong role in collaborative inquiry outcomes. The Community strand also has very strong connections to *aajiiqatigiinni*q (consensus building and decision-making through the governance field of learning), *pijitsirni*q (serving through responsibilities and leadership aspects), and *tunnganarni*q (being welcoming and open to building a healthy community). *Qanuqtuurni*q (innovative solution seeking) can be applied everywhere.

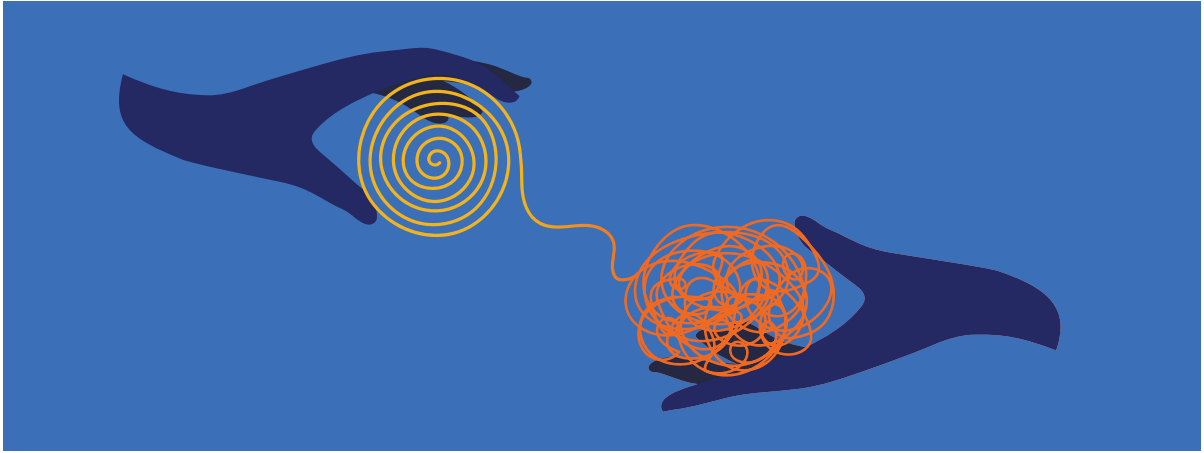
Please be aware that the IQ principles that connect most organically in each lesson have been identified; however, other principles are also present.

Connections to Inuuqatigiit: The Curriculum from the Inuit Perspective



and objectives of *Inuuqatigiit* are too numerous to include in this document, but educators are advised to read through the resource prior to teaching this unit.

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This teaching guide supports educators in teaching about Inuit experiences in Canada since the 1950s with Nunavummiut students. In an age-appropriate manner, it addresses important and sensitive topics, including forced relocation, qimmiq slaughter, and the short- and long-term impacts of government policies on Inuit communities.

A trauma-informed approach is essential as the content requires a responsive and thoughtful approach to teach these difficult and important subjects.

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Trauma is a complex response to difficult, distressing, or harmful events that can affect feelings, behaviour, and ability. It impacts those who have experienced a distressing event directly and those affected by distressing events endured by someone else, such as family members.

Trauma-informed teaching recognizes and responds to trauma's impacts on student learning and well-being. Educators create safe and supportive learning environments where students feel valued and understood. They approach difficult topics with cultural sensitivity and deliver lessons with care, accuracy, and respect.

This approach builds trust and emotional safety while supporting student strength and avoiding **retraumatization**. Educators recognize signs of trauma and respond with empathy and appropriate interventions. By acknowledging the impact of historical and intergenerational trauma, they support students' emotional well-being and help them connect to content in ways that honour the strength of Inuit communities and their ongoing healing journey.

At its core, trauma-informed teaching prioritizes responsive education, compassion, relationship-building, and a deep respect for diverse cultures, traditions, and ways of knowing.

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Trauma-informed teaching helps educators understand the impacts that colonization, forced relocations, and other events had on collective and intergenerational trauma in Inuit communities. This approach is crucial in Nunavut, where Inuit students comprise most of the population.

For decades, residential schools were one of many tools used to disempower Inuit. The residential school system disrupted traditional knowledge transmission and erased languages, cultures, and identities. This trauma continues to impact Inuit communities across generations. Educators must understand the complex relationship between Inuit and formal schooling, including its structure and expectations. To practise trauma-informed teaching effectively, be aware of colonization's lasting effects and the challenges Inuit students face both in and outside the classroom. Learning spaces are only as successful as they are reflective, responsive, and supportive of students' unique experiences.

A Note for Educators New to the North:

Prioritize listening, learning, and adapting your teaching to respect Inuit traditions, values, and ways of knowing. A supportive and trauma-informed environment enables open and empathetic dialogue that acknowledges community challenges and honours Inuit resilience and strength. Collaborate with local **knowledge keepers** and Elders to ensure lessons are accurate, meaningful, and culturally relevant.

How to Apply the Trauma-Informed Approach

Before teaching:

- Footprints through the Past to a Healthy Community: Exploring Social Studies through an Inuit Perspective

During teaching:

- **Acknowledge you don't have all the answers and you are learning together.** By learning and teaching Inuit history and experiences, you are participating in the reconciliation process.
- **Be mindful of triggers to prevent retraumatization.**
 - Show empathy and recognize that students' behaviours may be linked to trauma.
 - Modify or pause activities if they **trigger** any students. Allow students time to process their emotions and end the activity if needed.
 - Avoid language, actions, or situations that may trigger traumatic memories.
- **Create a safe environment.** Ensure the classroom is a safe and welcoming space where students feel comfortable expressing themselves.
 - **Build strong relationships.** Get to know each student individually. Emphasize trust, consistency, and positive interactions.
 - **Provide consistent routines and structure.** The classroom should be predictable and stable for students. For example, start every lesson with a check-in or group discussion.
 - **Set clear expectations that prioritize respect and kindness.** Have students create rules for respectful sharing and listening. Students will feel in control and safe while learning and sharing.
 - **Encourage open communication.** Facilitate open, honest, and judgement-free group discussions. Use check-in questions at the beginning or end of each day to anchor your lessons.
 - **Normalize emotions.** Reinforce that it's okay for students to feel a range of emotions during and after the lessons.
 - **Model emotional regulation.** Show students how to self-regulate and manage difficult emotions using techniques like deep breathing, counting down, and movement breaks.
 - **Build resilience.** Develop student confidence and coping strategies by building a tool box they can access for support.
 - **Create quiet spaces.** Provide a calm and quiet space for students to go when they face a difficult emotion or need a break so they can safely self-regulate.
 - **Use positive reinforcement.** Celebrate student effort and sharing, acknowledge participation, and highlight thoughtful contributions.

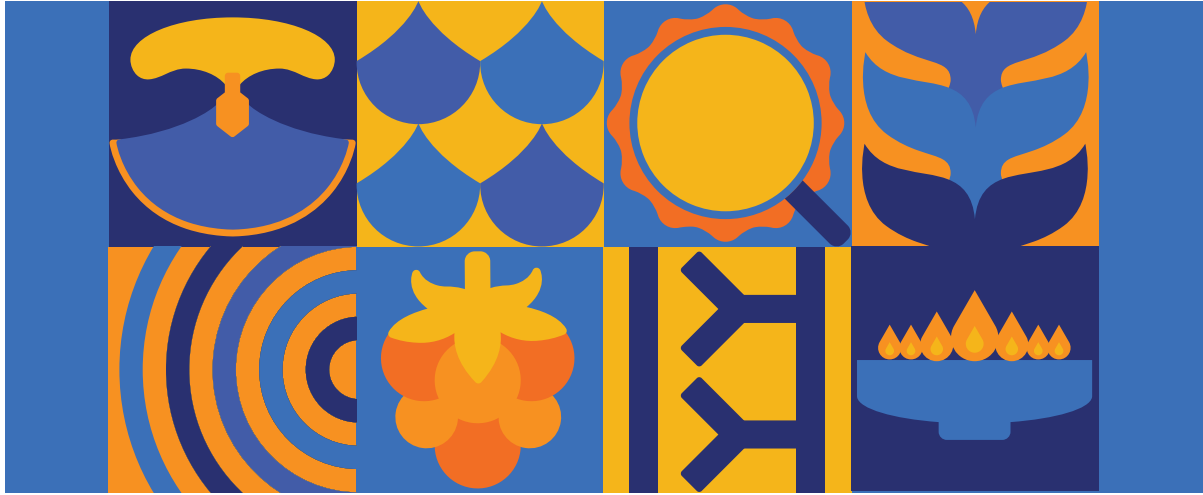
Read the **Creating an Inclusive Learning Environment** section for additional ideas on creating a safe and welcoming classroom environment.

- **Offer emotional support.** If any students appear particularly affected by a lesson, check in with them individually and recommend they meet privately with you, a trusted school counsellor, or an Elder to process their feelings.
- **Maintain confidentiality.** Respect students' privacy by keeping any discussions about their emotional or behavioural responses confidential, unless there is a need to involve parents or professionals.
- **Connect with support resources.** Connect students with school counsellors, Elders, or mental health professionals trained to offer trauma support.

After teaching:

- **Connect with support networks.** Consult counsellors, Elders, and community support services for advice and guidance on how to address student needs or challenging situations that arise during the lesson.
- **Foster healing.** Include self-regulation activities, such as mindfulness exercises, storytelling, and art, in your teaching to help students express and process their emotions.
- **Encourage reflection.** Provide opportunities for students to reflect on the lesson and share how it made them feel. This can be done through journaling, group discussions, or one-on-one conversations.
- **Self-reflect.** Reflect on how you felt during the lesson, how students responded, and whether any content may have been triggering.
- **Adapt teaching accordingly.** Use student feedback and your own reflections to identify better approaches and adjust upcoming lessons accordingly. Revisit content to identify any potential triggers that might have been overlooked, and plan alternative ways to approach these topics in the future.
- **Practise self-care.** Recharge after emotionally intense teaching through activities like walking or connecting with family, friends, and fellow educators. Set boundaries and practise self-compassion so you can provide the best care for yourself and your students.

Διανόηση Διανόηση Διανόηση Creating an Inclusive Learning Environment



Students learn and express themselves in different ways. To create an inclusive learning environment that engages all students, educators must understand each student's learning preferences, strengths, and areas of growth. By incorporating different instructional strategies, educators can gather more comprehensive information about student learning and use it to inform their continued instruction. Acknowledging and accommodating differences in how young people learn maximizes their learning potential and ensures every student has equal access to education.

Incorporating traditional Inuit knowledge and language into the classroom makes lessons more meaningful and affirms students' identities. When students feel empowered to express themselves comfortably, they are more likely to actively participate in class activities, express their ideas freely, and take ownership of their learning process.

The better that educators know their students' learning preferences, interests, and goals, as well as their socio-economic, familial, personal, and community contexts, the better that they can create an inclusive learning environment.

Before teaching, ask yourself questions like:

- Does this activity give every student an opportunity to succeed?
- How can I design this lesson to accommodate every learning style?
- Can my students see themselves in the texts and resources?
- Are there opportunities to engage with various ways of being and knowing?
- Does my language carry any assumptions?

Responding to students' unique needs and identities restores their agency and ownership over the learning process and ultimately facilitates a learning space designed by and for students. Below are a few strategies to support the development of healthy classroom communities where students feel seen, safe, and supported.

Strategy	What Does This Look Like in the Classroom?
Plan for meaningful community engagement.	<ul style="list-style-type: none">▪ Invite guest speakers to your classroom to share their knowledge.▪ Celebrate progress by allowing students to apply what they have learned in the community, like organizing a community cleanup, presenting work to a school leader or other community member, or visiting Elders.▪ Engage families and parents whenever possible.▪ Incorporate Inuit traditions and stories into the classroom. This could include playing Inuit games or doing crafts, like sewing or beadwork, with members of the community.▪ Encourage land-based learning whenever possible by taking students outside on a community walk or arranging for a guest to accompany you to lead an activity.▪ Encourage students to share what they know and what they are learning in school with the adults or Elders in their lives. They can get varying perspectives by telling others what they have learned, asking questions, and asking others if they have had similar experiences.

<p>Use visual supports.</p>	<ul style="list-style-type: none"> ▪ Keep anchor charts, pictures, posters, success criteria, maps, or written instructions in a visible place for students to refer to easily. ▪ Use a variety of books, videos, and photos to enhance student understanding. If possible, create a designated space where materials are available to students, like in your class library or social studies materials area. ▪ Use culturally relevant visuals or vocabulary walls around the classroom to promote the development of Inuktitut and English vocabulary.
<p>Incorporate various learning approaches.</p>	<ul style="list-style-type: none"> ▪ For visual learners, use photos, storybooks, manipulatives, and charts. ▪ For auditory learners, engage in class discussions and play songs and videos. ▪ For kinesthetic learners, include hands-on activities that allow them to move around the classroom, such as group games, learning outdoors, or activities. ▪ Provide choice when it comes to assignments and flexibility when assessing. ▪ Set up learning centres based on different topics to promote inquiry and exploration.

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Grade 1: My Healthy Community

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The Goal of This Resource

The goal of this resource is to help build a positive foundation for understanding what a healthy community looks like. Students will learn about the different features of a healthy community and preview parts of their history in an age-appropriate way. This will build their capacity to contextualize and learn difficult parts of their history and the history of Nunavut as they age.

While engaging in rich tasks informed by IQ, Inuit culture, and QTC content, students will:

- Build a connection to their community, the land, and themselves.
- Explore how community is built on respect, responsibility, tradition, and belonging.
- Develop an understanding of the people, places, stories, and land that make their community unique by exploring their past and present.
- Explore community responsibilities and learn how their history has shaped how their community looks today.

Inuktitut is foundational to student identity and culture, making it essential to prioritize the language throughout all aspects of instruction. Educators should actively incorporate Inuktitut terminology, concepts, and ways of knowing in these lessons, recognizing that language preservation strengthens both academic learning and cultural continuity for Nunavut students.

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The Grade 1 unit, *My Healthy Community*, includes 20 lesson plans with accompanying support materials and a culminating task. This resource can be used to explore the My Community Learning Context from the made-in-Nunavut *Social Studies Curriculum* and includes Learning Outcomes from the Community, Stories, and The Land strands. There are opportunities for cross-curricular connections to the *Inuktitut Language Arts 1st Language*; *English Language Arts 1st Language*; *Physical Education, Health, and Wellness*; and *Science Curricula*. Lessons include books, videos, and photos that prompt engaging discussions and activities. **The estimated instructional time is approximately 20 hours.**

Students will develop foundational knowledge to answer several guiding questions from the *Social Studies Curriculum*. The guiding questions that students will focus on are:

- What makes a healthy community?
- How can I participate in and contribute to my community?
- What are the stories of my community, past and present?
- How can our actions affect relationships with the land?

Parent/Guardian Communication: Preparing for sensitive content and supporting home-school discussions

This letter:

- Tells families what their children are learning at school and helps prepare them for questions their children might ask
- Shares tips on how parents/guardians can support learning at home

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SENSITIVE CONTENT

This information prepares you for conversations your child may initiate about sensitive historical topics from their social studies unit. These discussions may trigger emotional responses in families with personal connections to these historical experiences.

If you find yourself experiencing distress while engaging with this material, please consider:

- Taking a break before continuing
- Discussing your feelings with a trusted friend or family member
- Reaching out for support

For additional support, the Kamatsiaqtut Helpline is available 24/7 at 1-800-265-3333 for anyone needing to talk.

Dear Parent/Guardian,

We're excited to tell you about your child's upcoming social studies unit: *My Healthy Community*. In the coming weeks, students will learn about their community—how it functions, how to be a respectful member, and key aspects of its history. This unit will prepare students for learning about difficult parts of Nunavut's history, such as forced relocations, and the Qikiqtani Truth Commission's findings in later grades.

In this unit, your children will explore:

- What makes a healthy community
- Their responsibility within the community
- Past and present stories of their community
- How their actions affect the land

It's natural for children to want to discuss what they've learned at school with you. We are sharing this information so you can be prepared for questions or conversations your child might bring up.

Ways you can support your child's learning:

- Create a safe space for conversations
- Ask them about their day and what they learned
- Share family and community stories with them
- Talk about their role in building a healthy community
- Walk around your community and talk about its history and important landmarks
- Read stories about your community and culture together
- Participate in community activities and events

We value your involvement in your child's education. If you feel your child asked questions that should be discussed in the classroom, please let us know so we can provide the best education for Nunavut's future leaders. Together, we can help children learn about these important topics and have respectful conversations.

Thank you for supporting your child's education. If you have any questions or concerns about what is being taught, please don't hesitate to reach out.

Sincerely,

Teacher signature(s)

Principal signature(s)

Support staff signatures (s)



Amauq: the Inuktitut word for *great-grandmother* or *great-grandfather*.

Anaanatsiaq: the Inuktitut word for *grandmother*. Note: Some dialects use the word *ningiuq* for grandmother.

Ataata: the Inuktitut word for *father*.

Atiq: An atiq (namesake) is part of Inuit naming culture. Children receive their atiq or soul name, which creates an important connection between the child and the person they are named after. It is believed that the child displays characteristics of their namesake after it is chosen for them.

Community: a group of people living or working together that share something in common.

Elders: In Inuit society, the term *Elder* refers to a person who holds a position of respect and authority within the community due to their age, wisdom, experience, and cultural knowledge. Elders play a crucial role in preserving and transmitting traditional knowledge, values, and practices to younger generations. They often serve as advisors, teachers, and mediators in resolving conflicts and making important decisions for the community. Inuit Elders are highly esteemed for their wisdom, leadership, and contributions to the preservation of their culture and way of life. The term *senior* can also be used to describe an Elder, especially in non-Inuit settings.

Inuit Perspectives: the way Inuit sees or think about something and influenced by their own experiences, beliefs, and background. People can have different perspectives on the same situation because they might look at it differently. Understanding different perspectives helps us see things from others' points of view and learn more about the world around us.

Trauma-informed teaching: a teaching approach where educators consider difficult or harmful events students may have endured and how these experiences may affect students. This approach fosters a caring and predictable classroom. Educators using this approach build trust with their students, help them manage their emotions, and ensure that learning happens in a safe and secure environment.

Trigger: a word, sound, image, or situation that reminds someone of a difficult or distressing experience. This reminder can cause strong emotions, stress, or reactions that may make it hard for a student to focus or feel safe.

Unikkaaqtuat: Inuit founding legends or traditional stories.

Uvanga: the Inuktitut word for *me, myself,* and *I*.

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While teaching this unit, you will be able to address various Learning Outcomes in the Community, Stories, and The Land Learning Strands.

Learning Outcomes are end-of-year expectations and should be taught and assessed throughout the year.

Community

1.C.1: Activate prior knowledge about different kinds of communities through discussions and questioning.

1.C.2: Demonstrate an understanding of what community means and identify characteristics of a healthy community.

1.C.3: Explore various communities in Nunavut and examine different perspectives among individuals and groups about issues affecting their local community as well as other communities in Nunavut.

1.C.4: Demonstrate respect and sensitivity for diversity through words, images, and actions.

1.C.5: Demonstrate an understanding of rights, roles, and responsibilities by exploring these concepts in the local community, through inquiry.

1.C.6: Demonstrate an understanding of leadership and give examples of leadership in their communities (Elders, mayor, community volunteers, etc.)

1.C.7: Examine how rights, roles, and responsibilities change over time and in different situations.



Stories

1.S.1: Using the 5 Ws, explore traditional stories of local and other communities.

1.S.2: Identify significant events and figures in the community's past and present and demonstrate how events from the past have influenced the community today.

1.S.3: Explore the local community's history by gathering information using a variety of sources, including Elders, knowledge keepers, and local visitor centers. Describe some of the ways that the local community has changed or stayed the same over time.

1.S.5: Demonstrate how events from the community's past have influenced the community today.

The Land

1.L.1: Explore their understanding of the impact of human actions on the land.

1.L.2: Describe how people use the natural and human-made features in and around the community to meet their needs.

1.L.3: Describe how the land shapes life in the community.

1.L.4: Identify different local Inuktitut place names and explain how they describe the land. Describe local Inuit landmarks and significant places.

1.L.5: Construct and use maps that represent the local community and the surrounding land. Identify significant places on the map, including community landmarks.

1.L.6: Make and share observations about the land, including weather, sky, animals, plants, water, and ice. Give examples of how daily life is influenced by the environment/land.

1.L.7: Collaborate and work together with peers in Authentic Inquiry related to how their community's relationship with the land can be strengthened.

Δ^ασ^αΔ^αΠ^αΓ^αΔ^α Δ^αΔ^ασ^αΔ^α Cross-Curricular Connections

Δ^αΔ^αΓ^αΔ^αΔ^α Δ^αΔ^αΓ^αΔ^αΔ^α Δ^ασ^αΔ^αΔ^α / *Inuktitut Language Arts 1st Language Curriculum*

The success of this unit is dependent on rich and engaging discussions facilitated by the educator and inspired by the stories, books, videos, and topics explored in the classroom. These resources offer opportunities to make cross-curricular connections to several Learning Outcomes in the *Inuktitut Language Arts 1st Language Curriculum*. Consider taking **anecdotal notes** about student learning related to the Learning Outcomes listed below.

Learning Outcomes are end-of-year expectations and should be taught and assessed throughout the year.

Oral Communication

1.OC.1.2: Demonstrate active listening and observational skills in familiar situations through repeated experiences.

1.OC.2.1: Communicate needs, feelings, and information using non-verbal gestures and familiar phrases.

1.OC.3.1: Demonstrate Tunnganarniq and Inuuqatigiitsiarniq with familiar greetings and phrases in supported daily social interactions.

1.OC.3.2: Ask and respond to simple questions about personal needs, interests, and daily life topics. Focus on Who?, What?, and Where?

1.OC.4.1: Engage in traditional stories told orally and shared through books, songs, and chants.



Reading

1.R.1.1: Respond to texts read aloud in whole-class reading activities using modelled comprehension strategies.

1.R.3.1: Recognize some text forms and purposes, such as signs, labels in the classroom, storybooks, recipes, simple notes, and invitations.

1.R.3.2: Recognize and use basic text features to make connections and predictions about texts (for example, title, front and back covers, and pictures), with support.

Writing

1.W.1.1: Experiment with drawing and writing by participating in shared writing activities for various purposes (for example, to narrate or inform) by contributing words, phrases, gestures, or simple ideas.

1.W.1.2: Begin to write short texts using familiar text forms, with support.

1.W.1.3: Begin to explore ways to express information, feelings, or attitudes through drawing and writing.

1.W.2.2: Begin to plan for writing and brainstorm ideas with teachers and peers in modelled and shared writing activities.

1.W.2.3: Produce writing that demonstrates basic organizing features, such as including one noun and one verb, with support.

ፕላንና ፕሮጀክት ማረጋገጫ / English Language Arts 1st Language Curriculum

The success of this unit is dependent on rich and engaging discussions facilitated by the educator and inspired by the stories, books, videos, and topics explored in the classroom. This creates opportunities to make cross-curricular connections to several Learning Outcomes in the *English Language Arts 1st Language Curriculum*. Consider taking anecdotal notes about student learning related to the Learning Outcomes listed below.

Oral Communication

1.OC.1.2: Demonstrate purposeful listening in familiar contexts through modelled behaviour.

1.OC.2.1: Communicate thoughts, feelings, information, and opinions through non-verbal gestures and complete sentences.

1.OC.2.2: Experiment with new vocabulary for different purposes in the classroom during guided activities.

1.OC.2.3: Share personal experiences, interests, and ideas with others using modelled vocabulary.

1.OC.2.4: Make connections to oral stories about family and community.

1.OC.3.1: Collaborate and work together with peers in small-group and whole-class contexts.

1.OC.3.2: Build relationships and shared understanding through Inuuqatigiitsiarniq and Tunnganarniq.

Reading and Viewing

1.R.1.1: Respond to texts by expressing feelings, questions, and simple observations.

1.R.1.2: Demonstrate basic comprehension strategies to make meaning from texts, with support.

1.R.1.4: Demonstrate pilimmaksarniq by asking questions.

Writing and Representing

1.W.1.1: Begin to create texts for different purposes using modelled vocabulary.

1.W.1.2: Explore a variety of text forms.

1.W.2.1: Begin to plan and develop ideas for writing.

1.W.2.2: Produce texts about familiar topics and experiences, and to tell stories.

Δ'βΔΓ'σ'Γ'β, Δ'Α'Δ'σ'Γ'β, β'βΔ'α'ρ'σ'Γ'β Δ'Γ'σ'Δ'Ρ' / Physical Education, Health, and Wellness Curriculum

As mental and emotional health and wellness are connected to a healthy community, you may find opportunities to make cross-curricular connections to some of the Learning Outcomes in the Social Emotional Wellness strand of the *Physical Education, Health, and Wellness Curriculum*. Consider taking anecdotal notes about student learning related to the Learning Outcomes listed below.

Healthy Living

1.HL.2.4: Demonstrate a personal understanding of the various people who can support their health and the health of others (parents, doctor, dentist, surgeon, nurse, Elders, etc.) by creating a poster.

Social Emotional Wellness

1.SE.2.1: Describe their personal skills and interests.

1.SE.2.2: Explore and ask who they are named after, if anyone, for their English and Inuktitut names.

1.SE.2.3: Recognize kinship terms and different types of families.

1.SE.2.4: Demonstrate understanding of the spaces and places that are special to them through a verbal presentation (e.g. my two most special places or spaces are...).

1.SE.3.1: Develop Inuugatigiitsiarniq between themselves and others during activities.

Δοκίμια Διδακτικής Lesson Overviews

Below are lesson titles and brief descriptions of lesson activities. It is suggested that the lessons be taught in order, but you may choose to teach lessons at different times depending on the needs of your students.

An asterisk (*) indicates an opportunity to invite an Elder or community member into the classroom. Consider inviting guests as much as possible to enrich lesson content and engage students. This will involve planning with your administration and the guest. Elders are typically remunerated for their time, so make sure to check the protocol for payment with your school.

If inviting an Elder to your classroom, ensure that students are familiar with the IQ principles of inuuqatigiitsiarniq and tunnganarniq. Have students practise how to respectfully greet, speak to, and serve an Elder. Invite an interpreter if you do not speak the same language as your guest. Welcome your guest with tea and snacks, and prepare questions that will help them share stories about life in the past.

ፈረስ ልጅ 1
Lesson 1

ክፍል ፩ ማህበረሰብ ማለት ምን ነው? / What Does Community Mean?

Students will discuss the meaning of community. They will begin to explore what makes a healthy community.

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Lesson 2

***ኔፕሊርጋጽ ገጽ (፳፱/፲፱፻፲፱) / *Knowledge Keepers in My Community (Part 1)**

Students will explore the concept of knowledge and knowledge keepers. They will acknowledge the importance of learning from Elders.

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Lesson 3

*ኔፕላርኛ ጥራት (ጥራት 2) / *Knowledge Keepers in My Community (Part 2)

Students will identify knowledge keepers in their community and reflect on who they learn from. They will acknowledge the importance of learning from other people.

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Lesson 4

***መርሎ ለገረሎች / *Taking a Community Walk**

Students will go on a community walk and explore important places in their community.

Before taking students on a community walk, make sure to complete the necessary forms required by your school.

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Lesson 5

ለኑኑኑኑ / Responsibility

Students will explore the meaning of responsibility and share ways they practise this value in their community, at home, and at school.

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Lesson 6

ዴፍኒቲዬ / Where Do I Fit In?

Students will identify important skills within themselves and others.

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Lesson 7

***ልጅናልጅኑኑ ለኑኑኑ መርሎ / *Jobs and Responsibilities in My Community**

Students will identify the jobs and responsibilities of community members.

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Lesson 8

***ልጅናልጅኑኑ ለጅናልጅኑኑ ለኑኑኑ / *Jobs and Responsibilities from Long Ago**

Students will learn about jobs and responsibilities in the past and discuss whether they look similar or different today.

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Lesson 9

***ንጅናልጅኑኑ / *Visiting**

Students will explore the practice of visiting and how it contributes to personal well-being and a healthy community.

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Lesson 10

***ለጅናልጅኑኑ ለጅናልጅኑኑ / *Serving Our Elders**

Students will talk about the importance of serving Elders. They will make a card for a special Elder in their life.

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Lesson 11

መርሎ / Using the Land

Students will explore this Major Understanding from the curriculum: Knowing the land and how it sustains us provides a sense of identity and responsibility.

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Lesson 12

መግጋሪያ ለጅናልጅኑኑ / Mapping My Community

Students will continue to investigate how the land influences life in the community by creating a community map.



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Lesson

► ᐅᓕᑦ ᑭᓚᑦᑎᓪᑦ / Animals and Wildlife in My Community

Students will explore their responsibility to animals. They will identify animals in their community and talk about ways animals help humans survive.

ᐃᓕᓴᐃᓐᓴᓐ Lesson 14

***ᑭᐣᐣᑦ / *Qimmiit**

Students will learn about the significance of qimmiit and their importance to the Inuit way of life.

ፈረስ ፈረሶች 15
Lesson 15

*உனதெனிய/தென மனத / *Celebrations in My Community

Students will explore how Nunavut Day is celebrated in different communities. They will develop an understanding of how coming together and celebrating is an important aspect of life in their community.

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Lesson

***▷σ^bḡ^{ᶜᵇ}◁^c / *Traditional Stories**

Students will listen to ***unikkaaqtuat*** (traditional stories). They will explore how traditional stories teach us important lessons.

ፈርካፈላ 17
Lesson 17

***ᎠᎩᎠᎩᎠᎩ ᎠᎩᎩᎩᎩ / *Stories from My Community**

Students will explore a story from Pond Inlet. They will explore how learning the stories of our community helps us connect to where we live.

ፈረስ ፈረሶች 18
Lesson

‘ኔፈረ ልወጥኩኝ? / What's My Story?

Students will explore the significance of naming in Inuit culture. They will listen to and tell naming stories.

ፈረስ ፈረሶች 19
Lesson 19

ᐃᔨᐅᐱᓕᑦ ᓄᓇᓇᓂ / Connections in My Community

Students will explore the importance of being connected to people in the community and how connection to others helps maintain a healthy community.

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Lesson

***ᐃᓕᐱᓐᓂᐱᓐ ᓄᓇᓕᓂ / *My Healthy Community**

Students will celebrate their knowledge by creating a puzzle that shows the many ways their community is healthy.

Δεν Δοκίμασες το **Λοκ**?

Preparing to Teach

Before teaching a lesson, make sure to prepare all the necessary materials and resources. A suggested list of materials and resources can be found in the Materials section at the beginning of each lesson plan and in the following table.

At the end of each lesson, there are optional extension activities that can be used to explore concepts in more depth or to engage students who finish ahead of time. Make sure to prepare any materials or resources needed to support extension activities prior to each lesson.

If you are inviting an Elder or community member to your classroom, coordinate with your guest and your administration well in advance. Make sure to prepare any materials or resources needed to support your guest speaker and the activities they would like to share with students.

In addition to everyday classroom materials (such as pencils, paper, **chart paper**, markers, crayons, scissors, and glue), it is recommended that you have access to a computer and projector to play the suggested videos.

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 Lesson
 1



‘ኔብና ሙከራናፍጥና ንዖናፍፍ? / What Does Community Mean?

- **Book:** ፍፁሙ ስለሚገባ / *What We Do in Our Community* by Inhabit Education
- **ጋራ ፍፁሙ 1:** ስለሚገባ ጥያቄ ለሚገባ / **Handout 1:** Community Questions
- **ጋራ ፍፁሙ 2:** በጥንቃቄ ስለሚገባ / **Handout 2:** Draw and Write (extension activity)

9



- **Book:** ᐱᓚᓇᑦᕈᐱᓂᐅᓄᓇᑦ ᐃᓖᓴᓴᓂᐅᐱᓂᐅ? /
Grandma, How Do You Light the Quqqiq? By Jeanie
Joanasie



- **ᐃᓂᓂᐸᐸᐸᐸ 3:** ᐃᓂᓂᐸᐸᐸᐸ? / **Handout 3:** Who Do I Learn From?
- **ᐃᓂᓂᐸᐸᐸᐸ 4:** ᐃᓂᓂᐸᐸᐸᐸ / **Handout 4:** Making a List (extension activity)



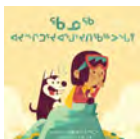
- **ᑕᓐᔭᖅ 1:** ᓄᓇᑭᒪᑦ ᑐᓐᓴᓂᓂᑦ! ᑕᓐᔭᖅ / **Video 1:**
Welcome to Nunavut! video series
- **ᑐᓐᓴᖅ 5:** ᓄᓇᓐᓂ ᐱᓯᓴᓗᓃᖅ ᓇᑯᓂᓂᓂᑦᓂᑦ /
Handout 5: Community Walk Observation Sheet
- **ᑐᓐᓴᖅ 6:** ᓄᓇᓂ / **Handout 6:** My
Community
- **ᑐᓐᓴᖅ 7:** ᐸᐱᓂᓂᑦ ᓯᓴᓂᑦᓗ / **Handout 7:**
Question and Answer (extension activity)

9



- **Book:** ᠫᠡᠭᠦᠨ ᠰᠤᠯᠤᠳᠤᠨ: ᠰᠣᠮᠣᠨᠢ ᠳᠡᠪᠲᠥᠨᠶ᠋ᠴᠢ / *Mia and the Monsters: The Monsters Help Out* by Neil Christopher
- **ᠵᠡᠰᠡᠨᠬᠡᠸᠢᠰᠢᠨᠪᠤ 8:** ᠳᠡᠵᠢᠨᠠᠳᠷᠢᠨ ᠰᠤᠩᠳᠡᠰᠤᠨ / **Handout 8:** A Star and a Wish (student reflection sheet)

9



- **Book:** ႁᅃᄆᅃ ႁᅃᄆᅃᄇᅃᄇᅃᄇᅃᄇᅃᄇᅃ? / *What's My Superpower?* By Aviaq Johnston
- **ᄇᅃᄆᅃᄇᅃᄇᅃ 9:** ႁᅃᄆᅃᄇᅃᄇᅃ ႁᅃᄇᅃᄇᅃᄇᅃ / **Handout 9:** Puzzle Activity

<p>ΔαήΔήΔα Lesson 7</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 	<p>ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / Jobs and Responsibilities in my Community</p> <ul style="list-style-type: none"> ▪ Book: ΔαήΔήΔα ΔαήΔήΔα / <i>Jobs in My Family</i> by Inhabit Education ▪ Photo Pack: ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / <i>Jobs and Community Helpers Now and Long Ago in the Camps</i> ▪ ΔαήΔήΔα 10: ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / Handout 10: <i>Jobs and Responsibilities in My Community</i>
<p>ΔαήΔήΔα Lesson 8</p>	<input type="checkbox"/> 	<p>ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / Jobs and Responsibilities from Long Ago</p> <ul style="list-style-type: none"> ▪ Photo Pack: ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / <i>Jobs and Community Helpers Now and Long Ago in the Camps</i>
<p>ΔαήΔήΔα Lesson 9</p>	<input type="checkbox"/> 	<p>ΔαήΔήΔα ΔαήΔήΔα / Visiting</p> <ul style="list-style-type: none"> ▪ Book: ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / <i>Visiting Amauq</i> by Meeka Aqquaruq and Ken Beardsall
<p>ΔαήΔήΔα Lesson 10</p>	<input type="checkbox"/> 	<p>ΔαήΔήΔα ΔαήΔήΔα / Serving Our Elders</p> <ul style="list-style-type: none"> ▪ Book: ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / <i>Palluq and Qiliqti Help Their Anaanatsiaq</i> by Jeela Palluq-Cloutier
<p>ΔαήΔήΔα Lesson 11</p>	<input type="checkbox"/> 	<p>ΔαήΔήΔα ΔαήΔήΔα / Using the Land</p> <ul style="list-style-type: none"> ▪ ΔαήΔήΔα 11: ΔαήΔήΔα / Handout 11: <i>Using the Land</i>
<p>ΔαήΔήΔα Lesson 12</p>	<input type="checkbox"/> 	<p>ΔαήΔήΔα ΔαήΔήΔα ΔαήΔήΔα / Mapping My Community</p> <ul style="list-style-type: none"> ▪ ΔαήΔήΔα 12: ΔαήΔήΔα ΔαήΔήΔα / Handout 12: <i>Places in Our Community</i>



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 Lesson
 13



▶ᐃᐳᐳ ᐸᐳᐳᐳᐳ ᐃᐳᐳᐳ / Animals and Wildlife in My Community

- **ጋዕድኤካሊኤ 13:** ስለጋዕድኤ ነጻዎች ልማት ለፖርት / **Handout 13:** Animal Seek and Find Cards
- **ጋዕድኤካሊኤ 14:** ስለጋዕድኤ ነጻዎች ልማት ለፖርት / **Handout 14:** Animal Seek and Find

ልረካልን፤
 Lesson
 14



ᓃᕈᕐᕐ / Qimmiiit

- **ᑕᓐᔭᓂᓴᓂ 2:** “ᑦᓯᓱᑦ” / **Video 2:** “Qimmiit”
- **Book:** ᑖᓪᓂᓂ ᐃᓄᓂᓂ ᐳᑕᑕᑎᓂ ᐳᓴᓄᓇᓱᓲᑦᓂᑎᓴᑦ / *Palluq and Inuluk Go Hunting with Their Ataata by Jeela Palluq-Cloutier*
- **ᐅᓂᓂᓴᓂᓴᓂ 15:** ᑦᓯᓱᑦ / **Handout 15:** Qimmiit (extension activity)

ልረካልንዲሮ
 Lesson
 15



உருடும்பு/புத்தி மகிமை / Celebrations in My Community

- **ᑕᓐᓴᓂᓴᓐ 3:** “ᓄᓇᓂᓪ ᐅᑦᑐᓗᓂᓯ ᐅᑦᑐᓐᑭᑎᐱᑏᓐ?” / **Video 3:** “Happy Nunavut Day!”
- **ᑐᓇᓯᓐᓴᓂᓴᓐ 16:** ᓄᓇᓂᓪ ᐅᑦᑐᓗᓂ ᐱᓯᓇᓐᒥᐅᑕᓐᓯᓐᑭᑎᓐᓴᓂᓴᓐ / **Handout 16:** Nunavut Day Poster Checklist

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 Lesson
 16



▷ꠤ꠆ꠣꠦ꠨ꠥ / Traditional Stories

- **ᑕᓚᐅᖃᔭᖅ 4 / Video 4:** *The Owl and the Raven*
([https://www.nfb.ca/film/owl_raven_eskimo_ legend/](https://www.nfb.ca/film/owl_raven_eskimo_legend/))
- **ᑐᗮᓂᖃᔭᔭᖅ 17:** [ᐅᖃᖃ ᑐᑐᓚᖅ] *The Owl and the Raven* / **Handout 17:** *The Owl and the Raven*

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 Lesson
 17



മലയാളം▷ശബ്ദം / Stories from My Community

- **Book:** ፐንፒርፍጋጋፍ / *My Trip to Pond Inlet* by Solomon Awa

Δα-Δα-Δα
Lesson
18



Ψβ-Ψβ Δ-ΔβΨβΨβΨβ / What's My Story?

- **Book:** Ψβ-Ψβ Δ-ΔβΨβΨβΨβ Δ-ΔβΨβ Δ-ΔβΨβ Δ-ΔβΨβ / *What Is Your Name? A Book About Inuit Naming Practices* by Kukik Kusugak, Seth Naullaq Benjamin Arreak, Panigusiq Obed, and Dominic Tegeapak Bergsma
- **Δ-ΔβΨβΨβ 18:** Δ-ΔβΨβ / **Handout 18:** Uvanga (extension activity)

Δα-Δα-Δα
Lesson
19



Δ-ΔβΨβΨβΨβ Δ-ΔβΨβΨβ / Connections in My Community

- **Book:** Δ-ΔβΨβΨβΨβ ΨβΨβΨβΨβΨβ / *The Birthday Scavenger Hunt* by Jenna Bailey-Sirko
- **Δ-ΔβΨβΨβ 19:** Δ-ΔβΨβΨβΨβ / **Handout 19:** My Connections (extension activity)

Δα-Δα-Δα
Lesson
20



Δ-ΔβΨβΨβΨβ Δ-ΔβΨβΨβ / My Healthy Community

- **Δ-ΔβΨβΨβ 20:** Δ-ΔβΨβΨβΨβ Δ-ΔβΨβΨβΨβ / **Handout 20:** My Healthy Community Puzzle
- **Handout 21:** My Healthy Community Puzzle Rubric

Keep any chart papers you co-create with students in a safe space to use in later lessons or for review.



Assessment Considerations

Effective assessment is an ongoing process. To accommodate all learners, assessment should be well structured, fair, and reliable. Students should be provided with authentic and diverse learning opportunities in which they can respond to descriptive feedback, reflect on individual learning, and demonstrate learning.

Assessment should be performed before, during, and after learning. Assessment that is performed before and during learning is called **formative assessment**. This type of assessment checks for prior understanding, gauges student understanding, identifies learning gaps, tracks student progress, encourages student reflection, and informs the direction and focus of teaching and learning. Assessment that is performed after learning has occurred is called **summative assessment**. This type of assessment is evaluative and is meant to measure and assess knowledge and skills that have been consolidated throughout the unit.

The goal of assessment is to support and enhance a student's learning process as well as measure academic progress. Use the following assessment tools to help guide students as they become capable and engaged meaning-makers.

KWLS chart

A **KWLS chart** is a tool that provides structure when learning and organizing new information. Referring to the KWLS chart throughout the unit is a good way for students to reflect on their learning.

Know and Want to Know: In the early stages of the unit, you can use the *Know* and *Want to Know* columns to check for prior knowledge, explore student interest, and help identify areas that may need additional attention or focus.

Learned: Students and educators will write knowledge gained from the lessons in the *Learned* column after most lessons or after a concept has been taught.

Still Want to Investigate: Students and educators may write questions or topics to further explore under the *Still Want to Investigate* column when the unit is finished.

You should check in with your students by using the KWLS chart after each lesson or concept has been explored. As the amount of student learning grows, so will your *Learned* column. Posting the KWLS chart in a visible and accessible place will allow your students to watch how their learning grows and evolves as you answer the guiding question for this unit: What makes a healthy community?

An example of a KWLS chart for this unit can be found below.

My Community: _____

What Makes a Healthy Community?

Know	Want to Know	Learned	Still Want to Investigate
<ul style="list-style-type: none">▪ Safety▪ Playgrounds▪ Family▪ Friends▪ Food	<ul style="list-style-type: none">▪ Where do my friends live?▪ Who clears the snow?▪ Where does my teacher go after school?▪ Where do animals sleep at night?▪ Where do the airplanes go?	<ul style="list-style-type: none">▪ Learning from Elders▪ Learning from people in the community▪ Being responsible▪ People using their superpowers or skills to help their community▪ Jobs▪ Responsibilities▪ Helping others▪ Traditional work▪ Visiting▪ Helping our Elders▪ Using the land▪ Animals▪ Using animals to survive▪ Showing respect to animals▪ Qimmiit▪ Hunting▪ Celebrations▪ Traditional stories▪ Sharing stories▪ Sharing and learning about name stories▪ Feeling connected to others	<ul style="list-style-type: none">▪ Who else am I connected to in my community?▪ What are the responsibilities of my family members in the community?▪ What other traditional stories are told in my community?

ᐱᐱᑦᐅᑦᑲᑦᑲᑦ / Anecdotal Notes

The template is titled 'Anecdotal Notes' and includes a section for 'Student Name'. Below this is a grid with 10 rows and 4 columns, each cell containing a small box for notes.

During each lesson, consider using the anecdotal notes template to record observations about learning or behaviour demonstrated by students. This can help you identify the strengths and needs of each student as well as with overall assessment of progress over time. Examples of what to record include stories that are shared during group discussions, connections made to books or other material, collaboration, and active participation. A template is provided for you in the **Assessment Reproducibles** section.

ᐃᑦᑲᑦᑲᑦᑲᑦ ᐱᑦᐱᑦᑲᑦᑲᑦ ᐅᑦᑲᑦᑲᑦᑲᑦ / Student Work Samples

The template is titled 'Student Work Samples' and includes a section for 'Student Name'. Below this are two large rectangular boxes for drawing or writing, with lines for a date and a teacher's name at the bottom.

Student work samples, like worksheets, allow students to communicate their learning by writing or drawing what they have understood. There are many opportunities to integrate this type of learning throughout the unit. The worksheets, labelled “Handout #” in the lessons, can be found after each lesson plan. Prepare these worksheets prior to the lesson, and keep them in a contained space or Duo-Tang while teaching the unit. When the unit is finished, use the worksheets together with other assessment tools to evaluate student understanding.

ᐱᑦᐱᑦᑲᑦᑲᑦᑲᑦ / Extension Activities

The template is titled 'Extension Activities' and includes a list of activities for students to complete. The activities are numbered 1 through 5 and include instructions for each.

At the end of each lesson plan, you will find optional extension activities. These activities can be explored or assigned at the end of a lesson and aim to deepen students’ understanding of concepts, promote critical thinking skills, foster creativity, and encourage independent learning. Extension activities ensure that students are continuously challenged and stimulated in their learning journey. Be sure to prepare any handouts or materials needed during the preparation phase of your lesson.

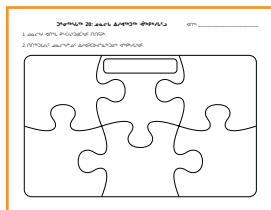
ᐃᑦᑲᑦᑲᑦᑲᑦ ᐃᑦᐱᑦᑲᑦᑲᑦ ᐅᑦᑲᑦᑲᑦᑲᑦ ᐱᑦᐱᑦᑲᑦᑲᑦ / Student Reflection Sheet: A Star and A Wish

The template is titled 'Student Reflection Sheet: A Star and A Wish' and includes a section for 'Student Name'. Below this are two large rectangular boxes. The left box contains a star and the right box contains a wish. There are lines for a date and a teacher's name at the bottom.

Be sure to check for understanding at different points throughout the unit. Ask students to complete a student reflection sheet whenever it feels like a natural moment for students to formally reflect on what they have learned. The star will help students think about what they have learned and enjoyed, and the wish will help students identify areas to think about further. The student reflection sheet will help you understand what worked well for students, what may need to be revisited, or what misunderstandings need to be cleared up. The student reflection sheet

can be found in **Lesson 5**.

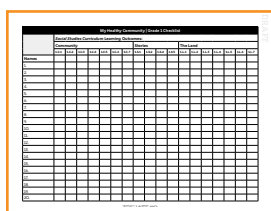
ለርቀቅኝቲ፡ ወደ ልማት ልማት ልማት / Culminating Task: My Healthy Community Puzzle



found in **Lesson 20**.

You may use the My Healthy Community Puzzle to perform a summative assessment at the end of your unit. Students will create a puzzle that shows six components of a healthy community. This task demonstrates how they have conceptualized what a healthy community means in a way that is relevant to themselves and their place in the community. The rubric for assessing this task can be

በቅጽ / Checklists



A checklist is a tool used to assess how student Learning Outcomes have been met after lessons have been delivered. Gather the KWLS chart, your anecdotal notes, student work samples, student reflection sheets, and the culminating task, and use them to check for evidence of understanding for each Learning Outcome. Two checklist templates can be found in the **Assessment Reproducibles** section.

One provides you with the *Social Studies Curriculum* codes for the Learning Outcomes explored in this unit. The other has blank spaces for you to fill in curriculum codes if you are exploring different Learning Outcomes. Choose the checklist that best suits your assessment needs.





ԳՆԾՂԻԾՈՐ ԿԳՆՐՇԵԼԻ **Assessment Reproducibles**

Anecdotal Notes

Student: _____

Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:

My Healthy Community | Grade 1 Checklist

Social Studies Curriculum Learning Outcomes:																			
Community										Stories									
Community										The Land									
1.C.1	1.C.2	1.C.3	1.C.4	1.C.5	1.C.6	1.C.7	1.S.1	1.S.2	1.S.4	1.S.5	1.L.1	1.L.2	1.L.3	1.L.4	1.L.5	1.L.6	1.L.7		
1.																			
2.																			
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19.																			
20.																			

My Healthy Community | Grade 1 Checklist

Learning Outcomes															Names
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
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ΔΕΛΤΑΙΝΟΙ Lessons

Lesson Title	ᐃᑦᐱᐸᓴᓴᓴ 1: ᖃᐁᖅ ᐃᑦᖅᖅᐱᖅᖅᖅ ᐅᑭᖅᖅᐱᓴᓴ? / Lesson 1: What Does Community Mean?	Time	50 minutes
Learning Goal	Students will share what they like to do in their community and begin to ask questions about what makes a healthy community. They will explore the meaning of community and identify ways their community members live well together.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Aajiiqatigiinniq: decision-making through discussion and consensus.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4		
Assessment Opportunities	<p>❑ Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> ▪ Explore the concept of a healthy community. ▪ Ask and answer questions about their community. ▪ Identify people, places, and activities in their community that are important to them and their families. <p>❑ Use student work samples to check for understanding.</p> <p>❑ Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> ▪ Chart paper ▪ Educator markers ▪ Book: ᖃᐁᐃᑦᐅᖅᐸᑦᐸᑦᐸᑦ ᐃᑦᐱᓴᓴ / <i>What We Do in Our Community</i> by Inhabit Education ▪ Bag ▪ ᐅᑦᖅᖅᐱᖅᖅ 1: ᐃᑦᐸᓴᓴ ᐱᖅᐃᓴᓴ ᐃᐱᖅᐃᐱᓴ / Handout 1: Community Questions <p>Extension Activity Materials:</p> <hr/> <ul style="list-style-type: none"> ▪ Student writing and colouring materials ▪ ᐅᑦᖅᖅᐱᖅᖅ 2: ᐱᐱᖅᐅᓴᓴᓴᓴ ᐱᐱᖅᖅᐸᓴᓴ / Handout 2: Draw and Write 		



- Create the following KWLS chart on chart paper and post it in the classroom for students to reference throughout the unit.

Steps:

4. Show students the KWLS chart. Write your community's name at the top and read the guiding question together. Tell students they will learn about many things that make communities healthy during this unit.
5. Explain that they will be filling in the *Know* and *Want to Know* columns of the KWLS chart. Ask students the following questions as you fill in your chart:

‘ናገረኛ ጋዖረጊኛና ሌሎች ልጆቻችን ምን ማረጋገጥ ይፈልጋሉ? / What do you want to learn about healthy communities?

ጋፎፍካሊፍ 1: ወደብ ለገቢ ለገቢ

<p>መደራጃ ሲሆን?</p>	<p>የግል ልማት ለማሳደግ?</p>	<p>የግል መደራጃ ማረጋገጥ?</p>	<p>የግል ልማት ለማሳደግ የግል መደራጃ ማረጋገጥ?</p>
<p>የግል መደራጃ ማረጋገጥ ማስታወሻ?</p>	<p>የግል ልማት ለማሳደግ ማረጋገጥ?</p>	<p>የግል ልማት ለማሳደግ ማረጋገጥ?</p>	<p>መደራጃ ማረጋገጥ ለማሳደግ ማረጋገጥ?</p>
<p>መደራጃ ማረጋገጥ የግል ልማት ማረጋገጥ?</p>	<p>መደራጃ ማረጋገጥ የግል ልማት ማረጋገጥ?</p>	<p>የግል ልማት ለማሳደግ ማረጋገጥ ለማሳደግ ማረጋገጥ?</p>	<p>ለግል ልማት ለማሳደግ ማረጋገጥ መደራጃ ማረጋገጥ?</p>
<p>የግል ልማት ለማሳደግ ማረጋገጥ መደራጃ ማረጋገጥ?</p>			

Handout 1: Community Questions

Where is our community?	What do you like about our community?	Who lives in our community?	What jobs do people have in our community?
Where do we get food in our community?	How do we learn in our community?	How do we stay safe in our community?	Do we have any traditions in our community?
What's the weather like in our community?	What animals do you see in our community?	What questions would you have if you were visiting a new community?	What are some important places in our community?
Who makes decisions in our community?			

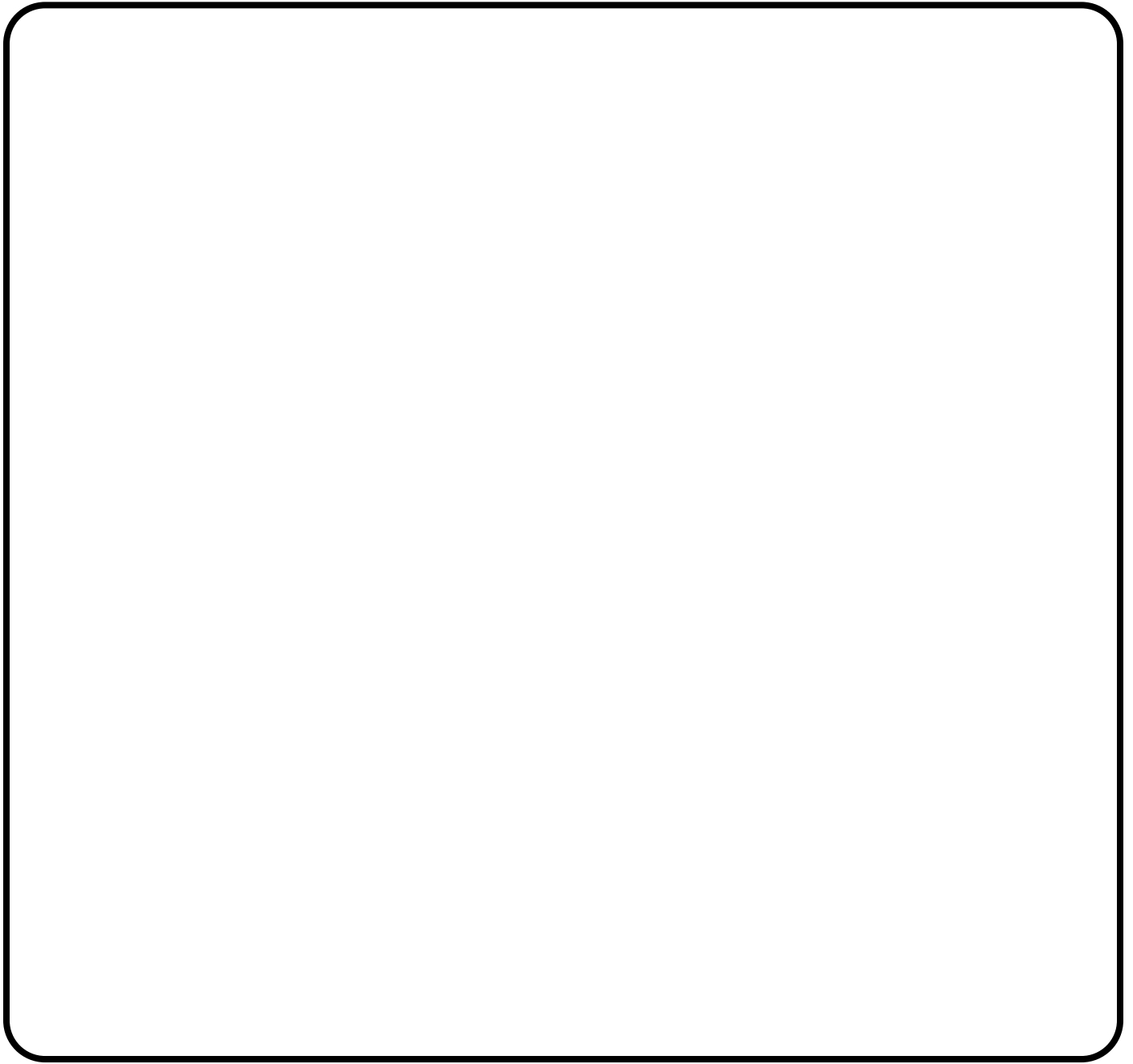
Δn^{sb} : _____

ՉԺՏԳԵԿԼԳԵ 2: ՈՈԳԵՇԼԳՏԳԵ ՈՈԳԳՏԳՆ

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The paper has rounded corners and is set against a dark background. There are no markings, text, or drawings on the page.

Name: _____

Handout 2: Draw and Write



Lesson Title	ᐃᑦᕐᕐᕐᕐ 2: ᕐᕐᕐᕐᕐᕐᕐ ᕐᕐᕐᕐᕐ (ᐃᕐᕐᕐᕐᕐ 1) / Lesson 2: Knowledge Keepers in My Community (Part 1)	Time	45 minutes
Learning Goal	IQ is manifested most clearly in Elders. Students will explore the meaning of knowledge and recognize the role of Elders as knowledge keepers. They will explore what Elders have to teach us and discuss the ways their wisdom strengthens community well-being.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.		
Curriculum Connection	Social Studies 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Explore the concepts of knowledge and knowledge keepers. Identify Elders as respected knowledge keepers. Identify and describe learning from Elders as a characteristic of a healthy community. <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p> <p><input type="checkbox"/> Use student work samples to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> Book: ᐃᕐᕐᕐᕐᕐᕐ, ᕐᕐᕐᕐᕐ ᕐᕐᕐᕐᕐ ᐃᕐᕐᕐᕐᕐᕐᕐᕐ? / <i>Grandma, How Do You Light the Qulliq?</i> by Jeanie Joanasie Chart paper Educator markers KWLS chart Whiteboard Sticky notes <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> Student writing and colouring materials ᕐᕐᕐᕐᕐᕐᕐ 2: ᐃᕐᕐᕐᕐᕐᕐᕐ ᐃᕐᕐᕐᕐᕐᕐᕐ / Handout 2: Draw and Write (can be found in Lesson 1) 		

1. Prepare any extension activity materials you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Ask the following question for group discussion:

ዎረጃ ስርዓታችን ለማምረትና ማስተካከል የሚያስፈልጉ አቅራቢዎች / Who do you go to when you want to learn something new?

2. Tell students that people who teach us how to do something can be called *knowledge keepers*. Ask students to think about who the knowledge keeper in the book you will read might be.

Read-Aloud (10 Minutes)

- 3.** Read ᐱᑦᓴᑦᔨᑦ, ᑖᐁᑦ ᑖᑦᑕᑦ ᐃᑦᒪᑦᔭᑦ? / Grandma, How Do You Light the Quillig? to the class.

Whole-Group Discussion (15 Minutes)

4. Ask students the following questions:

ፍጹሃጊና ሕገገግ ሙስግሙን ርዕሰ “ገጠናዬናገጠና”? / Why did Jemima's grandma call her “my little mom”?

- ሕሊለድ ልዕዮሳብሮ ሕሊለ ርልኤ “ልዕዮረኛ” ልቦኔሮ ልዕዮሳብሮ ልዕኤሪታ. / Jemima's grandma called Jemima “my little mom” because she is named after her grandma's mom.



‘ኔብሳኝ ስለዚህ ልሳንሽህልኝ? / How did Jemima learn about the *qulliq*?

- ሕረግን ለመጠቀም ልገረዳቸዋል ልገረዳቸዋል / Jemima's grandma taught her how to use it.

ᐱᐱᐱ ᑭᐃᑭ ᑭᐅᐅᐅ ᐱᐅᐅᐅ ᐃᐅᐅᐅᐅ? / What did Jemima learn about the qulliq?

- ሕዳረ ልጁን ለማቆም የተማራችበት ነው። ለመቆም ደስታ አለባት ብላ በሚያውቀው ሁሉም መሬት፣ ምርቶች፣ እና ሌሎች ስለተማራችበት ነው። / Jemima learned how to light the qulliq. She learned about all the materials you need, like oil, Arctic willow, dried moss, a **taqqut**, and a lighter. She learned how people used and lit qulliqs long ago.

ᑭᓄᓴ ᐱᓯᓪᑦ ᐸᐅᑦᑕᐅᓲᓴᐃ? / What is the qulliq used for?

- ልዩነቶች፣ የሳይንስ አመለካከት፣ ዘመናዊ መልክዓለም፣
የማህበራዊ እውቀት ተርጓሚ ነው። / Long ago, the qulliq was used
to create light, keep people warm, cook, and dry skins. Today, it is used when
people go camping or in ceremonies and important meetings.

**‘ኤጋሮ ገለልጋሩ ልዕዲና፣ፋኤረ ልወሊጋዒ፣ጦሮ፣። / How did
Jemima’s grandma learn to light the qulliq?**

- ᐃᑂᑦᐅᐅᐅᐅᐅ ᐃᑦᐅᐅᐅᐅᐅᐅᐅᐅᐅ. / Her grandmother taught her.

ᐃᑦᑕᐃᑦᑕᑦ ᐃᑦᑕᐃᐃᑦ ᐃᑦᑕᐃᑦᑕᑦ ᑦᑕᐃᐃᑦᑕᑦ? ᑦᑕᐃᑦ? / Who do you think the knowledge keeper in this book is? Why?

ᑭᓱᓕᑦᐅᓪ ᐃᓯᓚᓚᐅᑦᐅᓪᓴᓂᓄᓪ / Have you ever lit a qulliq?

5. Remind students that knowledge keepers are people who can teach us how to do something. Ask students the following questions for group discussion. Record student answers on chart paper and put the student's name next to their share.

- “ክልላዊና ክልላዊነት ልማት፡ ልማቱ ከልማታዊነቱ ጋር በተያያዘው
ልማታዊነት፣ የሥራና የሰው ልማት ማስተላለፍ፣ ምህንድስና፣
እውቀት / Knowledge is what we know and learn. People have knowledge and share knowledge by teaching, showing others how to do something, telling a story, or helping someone.

- ልዩልኛ ልብሮንጊረር ነጋሳናውን ቅዱስ ያለውን / Elders have lived a long time and know many things.
- ልዩልኛ ልረክሰህጽር ልረክሰህጽር፣ ልረክሰህጽር፣ ልረክሰህጽር፣ ነጋሳናውን ልረክሰህጽር ልረክሰህጽር ልረክሰህጽር / Elders teach us about respect, new skills, how to love each other, and how to act at home and school.

6. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add to the *Learned* column (for example, learning from Elders). Add any additional student suggestions or questions to the *Still Want to Investigate* column.

1. Have students brainstorm words used to express gratitude and write them on the whiteboard. Using the sticky notes, have students draw a qulliq and choose a word to write from the board. Students can stick their sticky notes on the whiteboard to show gratitude.
2. Have students draw and write about something they learned from an Elder. Use **ᐃᓂᓂᓴᓴᓴᓴ 2: ᐱᐱᓴᓴᓴᓴᓴᓴ ᐱᐱᓴᓴᓴᓴᓴᓴ / Handout 2: Draw and Write.**

Lesson Title	ᐃᑕᓕᓕᓕᓕᓕ 3: ᖃᐅᓕᓕᓕᓕᓕ ᓄᓕᓕᓕᓕ (ᐃᐃᓕᓕᓕᓕ 2) / Lesson 3: Knowledge Keepers in My Community (Part 2)	Time	45 minutes
Learning Goal	Students will explore how knowledge is shared and reflect on their personal learning experiences. They will discover the many learning opportunities around them and identify the people they learn from in their community.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.		
Curriculum Connection	Social Studies 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6		
Assessment Opportunities	<p>□ Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Explore the concepts of knowledge and knowledge keepers. Recognize different people as knowledge keepers and name their roles in the community. Identify how learning from community members helps create a healthy community. <p>□ Make note of student suggestions on the KWLS chart.</p> <p>□ Use student work samples to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> Chart paper Educator markers ᐃᓕᓕᓕᓕᓕ 3: ᓄᓕᓕᓕᓕᓕ ᐃᑕᓕᓕᓕᓕ? / Handout 3: Who Do I Learn From? Student writing and student colouring materials KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ᐃᓕᓕᓕᓕᓕ 4: ᓄᓕᓕᓕᓕᓕᓕ / Handout 4: Making a List ᐃᓕᓕᓕᓕᓕ 2: ᓄᓕᓕᓕᓕᓕᓕ ᓄᓕᓕᓕᓕᓕ / Handout 2: Draw and Write (can be found in Lesson 1) 		

Consider inviting a community member into the classroom to teach or tell a story.

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

1. Prepare chart paper by writing $\rho_{\Delta} \Gamma^c \Delta c \cap \Delta^c b^c \cup \Delta^c ?$ / *Who Do We Learn From?* along the top.
2. Photocopy a class set of $\Delta^c \sigma^c \Delta^c \Delta^c$ **3: $\rho_{\Delta} \Gamma^c \Delta c \cap \Delta^c >^c \Delta^c ?$ / Handout 3: Who Do I Learn From?**
3. Prepare any extension activity materials you are using.

1. Begin the lesson by gathering students on the carpet and reviewing the terms *knowledge* and *knowledge keepers*.

2. Ask students the following questions for group discussion:

‘ḅḁ’ ለርቢሮባችሁል? / What is something you know how to do well?

P◁ Δርኅበዳሙ፤እብ? / Who taught you?

3. Ask the following question for group discussion and and list student answers on your prepared chart paper. Put the student's name next to their ideas.

Elders are knowledge keepers because we can learn many things from them. Who else can we learn from in our lives?

Model how to make a list. Write or say what other community members teach us and what their role is. Give examples of your own, and use examples that students provided during group discussion. An example list has been made for you.



Independent Work (20 Minutes)

4. Have students find their tables and distribute **ᐃᓂᓂᓴᓴᓴᓴ 3: ᐃᓂᓂᓴᓴᓴᓴ ᐃᓂᓂᓴᓴᓴᓴ? / Handout 3: Who Do I Learn From?** Students will draw and write about two people they learn from. Circulate as students work. Offer them support with their writing and ask follow-up questions.
5. Take time to share student work. Discuss the different people who can be knowledge keepers, including students themselves. Emphasize that learning from people is part of what makes a healthy community.

Reflection (5 Minutes)

6. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add to the *Learned* column (for example, learning from people in the community). Add any additional student suggestions or questions to the *Still Want to Investigate* column.

Extension Activities:

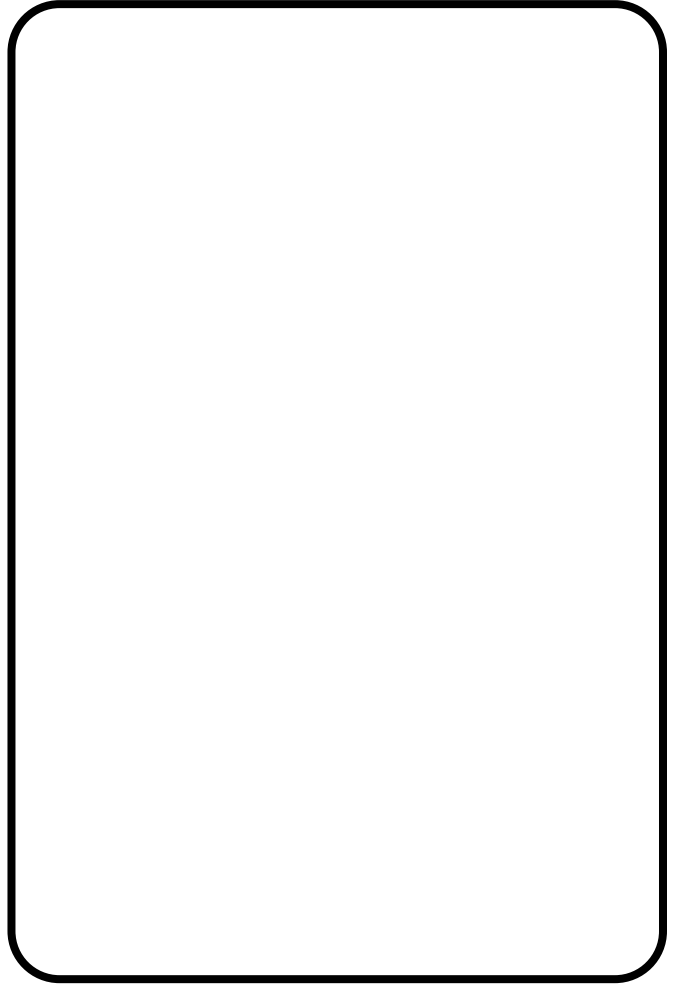
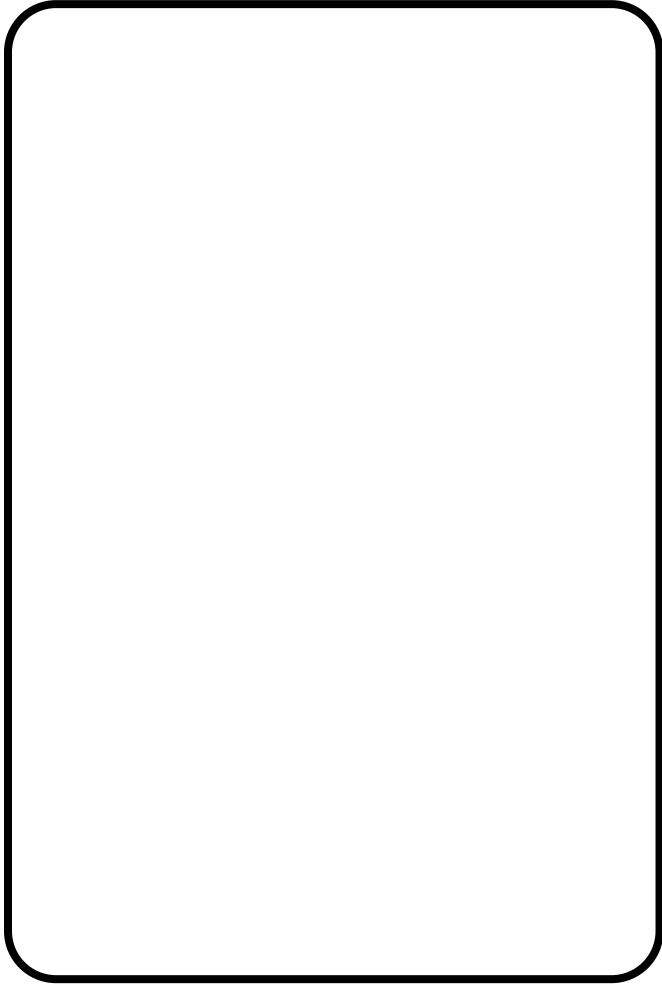
1. Have students draw and write about something they would like to learn. Use **ᐃᓂᓂᓴᓴᓴᓴ 2: ᐃᓂᓂᓴᓴᓴᓴ ᐃᓂᓂᓴᓴᓴᓴ / Handout 2: Draw and Write.**
2. Have students draw and write about someone teaching them something new. Use **ᐃᓂᓂᓴᓴᓴᓴ 2: ᐃᓂᓂᓴᓴᓴᓴ ᐃᓂᓂᓴᓴᓴᓴ / Handout 2: Draw and Write.**
3. Have students make a list of things they would like to learn. Use **ᐃᓂᓂᓴᓴᓴᓴ 4: ᐃᓂᓂᓴᓴᓴᓴ / Handout 4: Making a List.**



ᐊᑎᖃ: _____

ᐅᓂᖃᖃᖃ 3: ᑭᓚᑦ ᐃᑦᑎᑦᐅᖅ?

ᑎᑎᖃᐅᖃᖃ ᑎᑎᖃᐅᑦᐅᑦᐅ ᐅᖅ ᐃᑦᑎᐃᑦᐅᐅᖅ.



_____ ᐃᑦᑎᐃᑦᐅᖅ

_____.

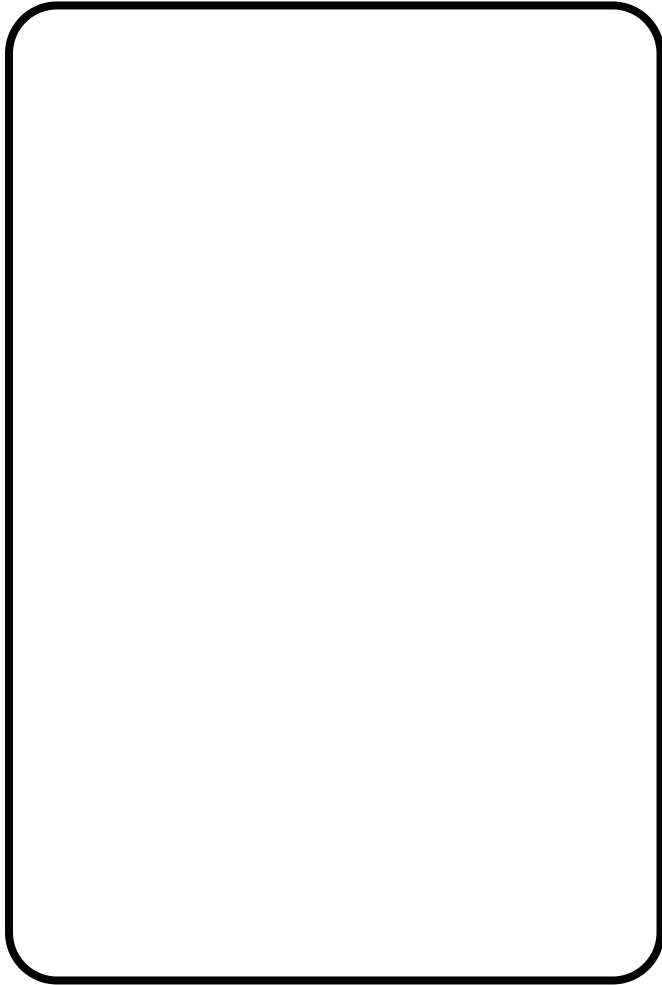
_____ ᐃᑦᑎᐃᑦᐅᖅ

_____.

Name: _____

Handout 3: Who Do I Learn From?

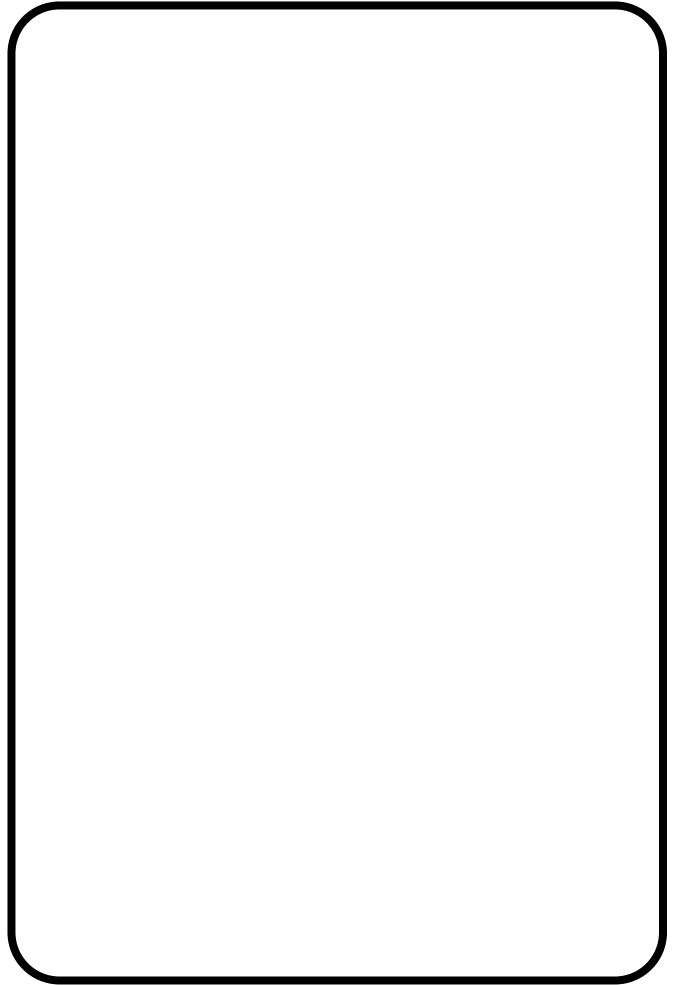
Draw and write about two people you learn from.



_____ teaches me

how to _____

_____.



_____ teaches me

how to _____

_____.

ᐊᑎᓃ: _____

ᐅᓂᓃᓃᓃᓃ 4: ᑎᑎᓃᐅᓂᓃ

- ---

- ---

- ---

Name: _____

Handout 4: Making a List

- ---

- ---

- ---

1. Complete the necessary forms required by your school before taking students on a community walk. Invite parents or community volunteers to join you.
2. Photocopy an enlarged educator copy of **ᐅᓐᓂᓐᓴᓴᓐᓐ 5: ᓄᓇᓕᓄᓐ ᐱᓕᓐᓴᓐᓴᓐᓐ ᓇᐅᓕᓐᓴᓐᓴᓐᓐ / Handout 5: Community Walk Observation Sheet.**
3. Photocopy a class set of **ᐅᓐᓂᓐᓴᓴᓐᓐ 6: ᓄᓇᓕᓐ / Handout 6: My Community.**
4. Prepare **ᓕᓐᓴᓴᓐᓐ 1: ᓄᓇᓂᓐᓴᓴᓐᓐ ᐅᓐᓴᓴᓐᓴᓴᓐᓐ ᓕᓐᓴᓴᓐᓴᓴᓐᓐ / Video 1: Welcome to Nunavut!** video series. Show the video that focuses on the region you live in within Nunavut. Consider showing the videos that explore the other two regions in Nunavut in another lesson.
5. Prepare any extension activity materials you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Ask the following questions for group discussion:

ασΓ▷C▷Δ^c? / Where do we live?

ጠቅላላ ስም / What is our community's name?

Video and Discussion (10 Minutes)

2. Tell students they will learn about their community and others by watching a video. Ask them to listen for their community's name while the video plays.

3. Show the video you have selected from the *ᐃᑲᑭᑦᐱᑦ ᐅᐃᑭᑦᐱᑦ ᐱᑦᐱᑦᐱᑦ* / *Welcome to Nunavut!* video series to the class. Discuss what students heard about their community and others.

Guided Community Walk (30 Minutes)

4. Tell students they are going on a short walk to explore their community. Ask students to look for people, buildings, types of transportation, and nature. Brainstorm examples of each so students know what to look for on the walk.
5. Discuss safety rules with students. If possible, use the community map to look at the route you will take.

Whole-Group Discussion (15 Minutes)

6. When you return, gather students on the carpet and discuss what everyone saw. Record answers on *ᐅᐃᑭᑦᐱᑦ ᐅᐃᑭᑦᐱᑦ 5: ᐃᑲᑭᑦᐱᑦ ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ* / **Handout 5: Community Walk Observation Sheet**. Ask questions to guide your discussion. For example:

ᐅᐃᑭᑦᐱᑦ ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / What is the weather like today?

ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / Who did we see on our walk?

ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / Did we see any wildlife on our walk?

ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / Was anyone riding a bike or ATV while we were on our walk?

ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / What kinds of buildings or houses did we see? Who do you think was inside?

ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / What did you see on our walk that made you happy?

ᐱᑦᐱᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / What did you see on our walk that makes our community healthy?

ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ ᐃᑲᑭᑦᐱᑦ? / What questions do you have about our community?

Independent Work (15 Minutes)

7. Have students find their table and distribute **ጋዕፎኤሳሊጽ 6: ሙራሪ / Handout 6: My Community**. Students will draw and label something in their community that makes them feel happy.

If going on a community walk is not possible, consider using Google Earth to explore your community.

Extension Activities:

1. Have students ask someone at home about something in their community that makes them happy. Use **ጋዕፎኤሳሊጽ 7: ልሳኔደብር ዞህበርጋ / Handout 7: Question and Answer**.
2. Have students ask an Elder what their community was like when they were younger. Use **ጋዕፎኤሳሊጽ 7: ልሳኔደብር ዞህበርጋ / Handout 7: Question and Answer**.
3. As a class, use Google Earth to explore a friend or relative's community. Talk about similarities and differences.
4. If anything was brought up as unsafe (for example, a broken stop sign or a road blockage), write a letter as a class to the mayor or a decision-maker in your community asking for it to be fixed.



Δn^{sb} : _____

ጋፍጽኤሳሌ፡ 5: ወረርሽኝ ለሰላም ይፈጥራል

മലയാളം







Cd⁶b⁶▷LΓ↗▷C ◁P⁶c⁶

Name: _____

Handout 5: Community Walk Observation Sheet

Our community is called _____.

<p>People</p> 	<p>Buildings</p> 
<p>Nature</p> 	<p>Transportation</p> 
<p>Other Things We Saw</p>	

Վրժ: _____

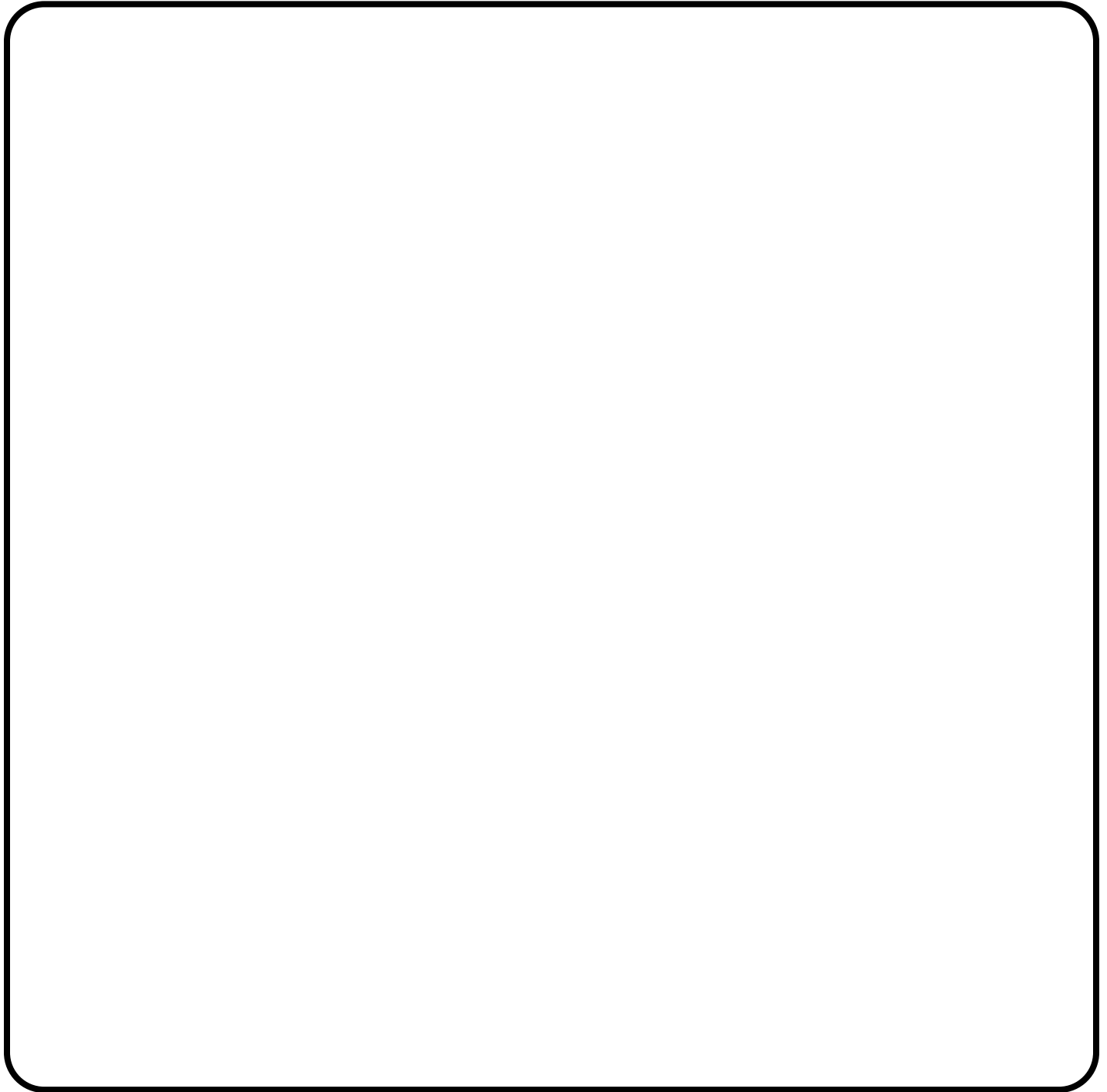
Ծագական 6: Ժամ

Որոշակով Վրժված Ժամ Կառավարվում:

Name: _____

Handout 6: My Community

Draw and label something in your community that makes you feel happy.



ՎՈՒՅ: _____

ՇԵՄԵԿԼԵՑ 7: ՎԼԵԾՈՒՄ ԲԵՅՈՒՆ

ՎԼԵԾՈՒՄ _____

ԲԵՅՈՒՆ _____

ᐱᐅᓃᓂᓐ: _____

Handout 7: Question and Answer

Question _____

Answer _____

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

Preparation:

1. Prepare any extension activity materials and photocopy a class set of **ጋዕጽጽካሊጽ 8**: **ፕራስብ ሙሉፕሙፕ** / **Handout 8: A Star and a Wish** if you will be using it.

Steps:

Read-Aloud (15 Minutes)

1. Begin the lesson by gathering students on the carpet. Tell students they will be learning about responsibility.
2. Read the book **ፋሽዳ ጋሜሊል፡ ጋሜሊል ልብላብክኛ** / *Mia and the Monsters: The Monsters Help Out* to the class.
3. Ask students the following questions for group discussion:

ፋሽ ጋሜሊል፡ ሌጃላታታታ ሙሉፕሙፕ ልብላብኛ? / **What were some things Mia and the monsters did to help their community?**

- ሌጃ ሙሉፕሙፕ ስብረታታ. / Muck cooked and baked.
- ሌጃ ጋሜሊል ልጃላታ ላላታ ስብረታታ ስብረታታ ስብረታታ ስብረታታ. / Qallu fixed the monsters' homes so they could have a warm and safe place to live.
- ስብረታ ልብላብኛ ጋሜሊል ሙሉፕሙፕ. / Oop taught other monsters new things.
- ጋሽ ልብላብኛ ስብረታታ. / Tulu made people feel better.
- ፋሽ ሙሉ ስብረታታ. / Mia took care of the land.



፫ ጋኖሪፍ ልገሮቼ ከሌሎችናፍሪ ልገሮቼ. ነገሩ ከሌሎችና ጋኖሪፍ?
/ Mia and the monsters have many responsibilities in their community.
What do you think *responsibility* means?

- *ፈላጊነት ጋራ ለራሱ ለሌላና ለድህረኛውም ምርጫ ፈላጊነት፣ ለሆኖም፣ ለደብዳቤው፡፡ / Responsibility means doing things we are supposed to do by taking care of ourselves, others, and the environment.*

ኤሚል ሲልና ሌሎች ምርጫዊ ምክር ቤቶች ለሕዝባቸው ምን ዓይነት አገልግሎት አድርገዋል? / How did Mia and the monsters feel when they took care of their community?

- ᑦᄋᄌᄎᄏᄐᄔᄕ ᄇᄂᄒᄔᄕᄏᄕᄔᄕ. / They felt happy and proud.

Paired Discussion (15 Minutes)

4. Have students find an **elbow partner** and discuss the following questions:

ཕྱི་ལོ་འཕྲིན་ཁྲིམས་ཀྱི་ཁྲིམས་ཁྲིམས་ / What kind of responsibilities do you have at home?

ᑭᓂᐅ ᐃᓕᓂᐸᖅ? / What kind of responsibilities do you have at school?

When asked to find an elbow partner, students find the person who is nearest to them or someone they could touch elbows with.

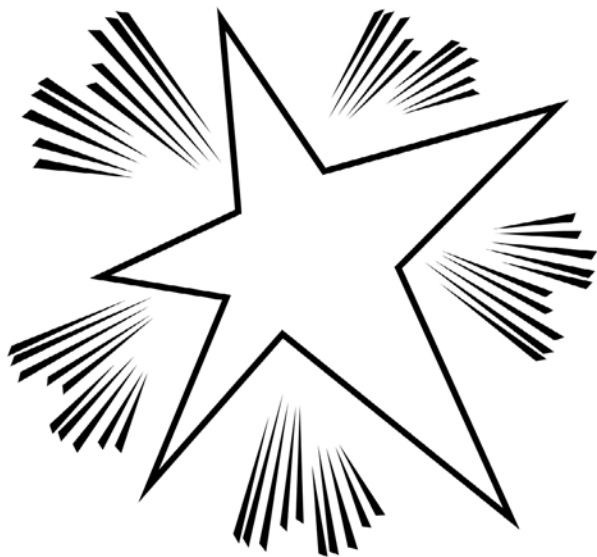
Whole-Group Discussion (10 Minutes)

5. Share responses with the group after students have had time to discuss. Use chart paper to make a list of ways students can be responsible.
6. Explain that everyone has responsibilities in a community and it is important that everyone helps each other and does their part to keep our community healthy, happy, and safe.

ᐊᑎᖃ: _____

ᐅᖅᓂᖃᕐᕐᕐ 8: ᐅᖅᐅᑎᐊᖃ ᐊᑭᕐᓂᖅ

ᐅᖅᐅᑎᐊᖃ



ᐃᑕᑕᖅ ᐊᑕᐅᕐᖃ:

ᐊᑭᕐᓂᖃ

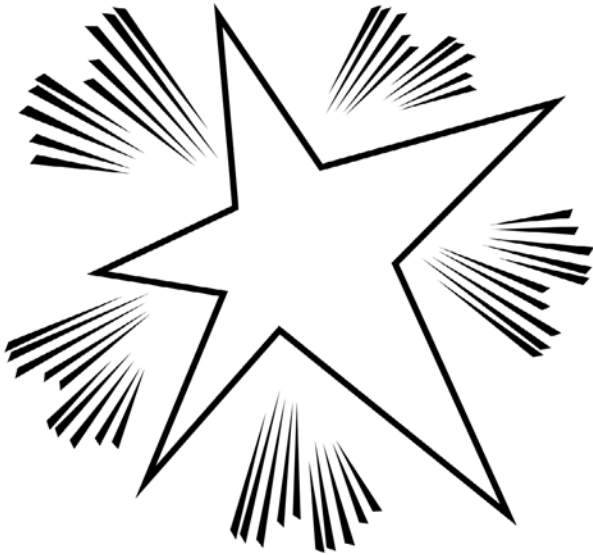


ᐊᑕᐅᕐᖃ ᖃᐅᕕᖃᖅᓂᑭᐅᑕᐅᖃᑕᖅ:

Name: _____

Handout 8: A Star and a Wish

A Star



One thing I learned:

A Wish



One thing I wish I knew more about:

[illegible]

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

Preparation:

1. Photocopy **ጋፎጽካሊኝ 9: ረብሳይ ለገረብኝ / Handout 9: Puzzle Activity**. Each student will get one puzzle piece.
2. Create an example puzzle piece with your superpower on it.
3. Prepare any extension activity materials you will be using.

Steps:

Read-Aloud (10 Minutes)

1. Begin the lesson by gathering students on the carpet. Tell students they will be reading a book that explores different skills that people have. Ask students to listen for the characters' special skills as you read.
2. Read the book **ክፍል ረብሳይ ለገረብኝ ለገረብኝ ነገሩን? / What's My Superpower?** to the class.

Whole-Group Discussion (10 Minutes)

3. Ask students the following questions:

ፊኖቢዳ ምንን ምርምርቷል? / What was Nalvana searching for?

- ፊኖቢዳ ምንን ምርምርቷል? ረብሳይ ለገረብኝ ነገሩን? / Nalvana was searching for something she was good at: her superpower.

የሁሉም ሰዎች ረብሳይ ለገረብኝ ነገሩን? / What were everyone's superpowers?

- ርዕሰ ልጁ ልጁን ምንን ምርምርቷል? ለገረብኝ ነገሩን? / Davidee could run fast, like he had super speed.
- ለገረብኝ ልጁን ምንን ምርምርቷል? ለገረብኝ ነገሩን? / Maata could swing very high, like she could fly.
- ለገረብኝ ልጁን ምንን ምርምርቷል? ለገረብኝ ነገሩን? / Joanasie could use rocks or ice to build all types of things.
- ለገረብኝ ልጁን ምንን ምርምርቷል? ለገረብኝ ነገሩን? / Adamie could hold his breath underwater for a long time.



ክፍሉ ስራው ለጥያቄዎቿና ለሌሎች ለክብር ለክብር ለክብር? / How was Nalvana showing respect to her friends?

- ስራው ለጥያቄዎቿና ለሌሎች ለክብር ለክብር ለክብር? / Nalvana was showing all her friends their superpowers and celebrating things they could do with their skills.

የሰው ስራው ለጥያቄዎቿና ለሌሎች ለክብር ለክብር ለክብር? / What was Nalvana's superpower?

- ስራው ለጥያቄዎቿና ለሌሎች ለክብር ለክብር ለክብር? / Nalvana could make other people feel good about themselves.

Paired and Whole-Group Discussion (10 Minutes)

4. Have students find an elbow partner and discuss their special skill or superpower. After two minutes, ask students to find a different elbow partner and discuss the same thing with someone new.

When asked to find an elbow partner, students find the person who is nearest to them or someone they could touch elbows with.

Circulate while students are discussing their superpowers. Spend time with students who are having difficulty and make suggestions of what you have seen them excel at in the classroom.

5. Invite students to share their special skill, or superpower, with the group, and ask students the following question:

ክፍሉ ለጥያቄዎቿና ለሌሎች ለክብር ለክብር ለክብር? / How can we use our special skills to help our community?

- ለጥያቄዎቿና ለሌሎች ለክብር ለክብር ለክብር? / If someone is good at talking when we are having discussions, they could tell stories and help teach younger children.

- ነዋረኛነትና ምህንጻዊነት ለሰዎች ልዩ ጥቅም ሆኖታል፡፡ / If someone is good at being patient, they could help their dad when they are fishing.
- ካህናትና ምህንጻዊነት ለሰዎች ልዩ ጥቅም ሆኖታል፡፡ / If someone is good at fixing things, they could help their family sew clothes with holes in them.
- ርዕሰ ስራዎችን ምህንጻዊነት ለሰዎች ልዩ ጥቅም ሆኖታል፡፡ / If someone is good at art, they could help their aunt when she is doing beadwork.
- ካህናትና ምህንጻዊነት ለሰዎች ልዩ ጥቅም ሆኖታል፡፡ / If someone is good at building with blocks, they could help build a front porch for an Elder.

Independent Work (15 Minutes)

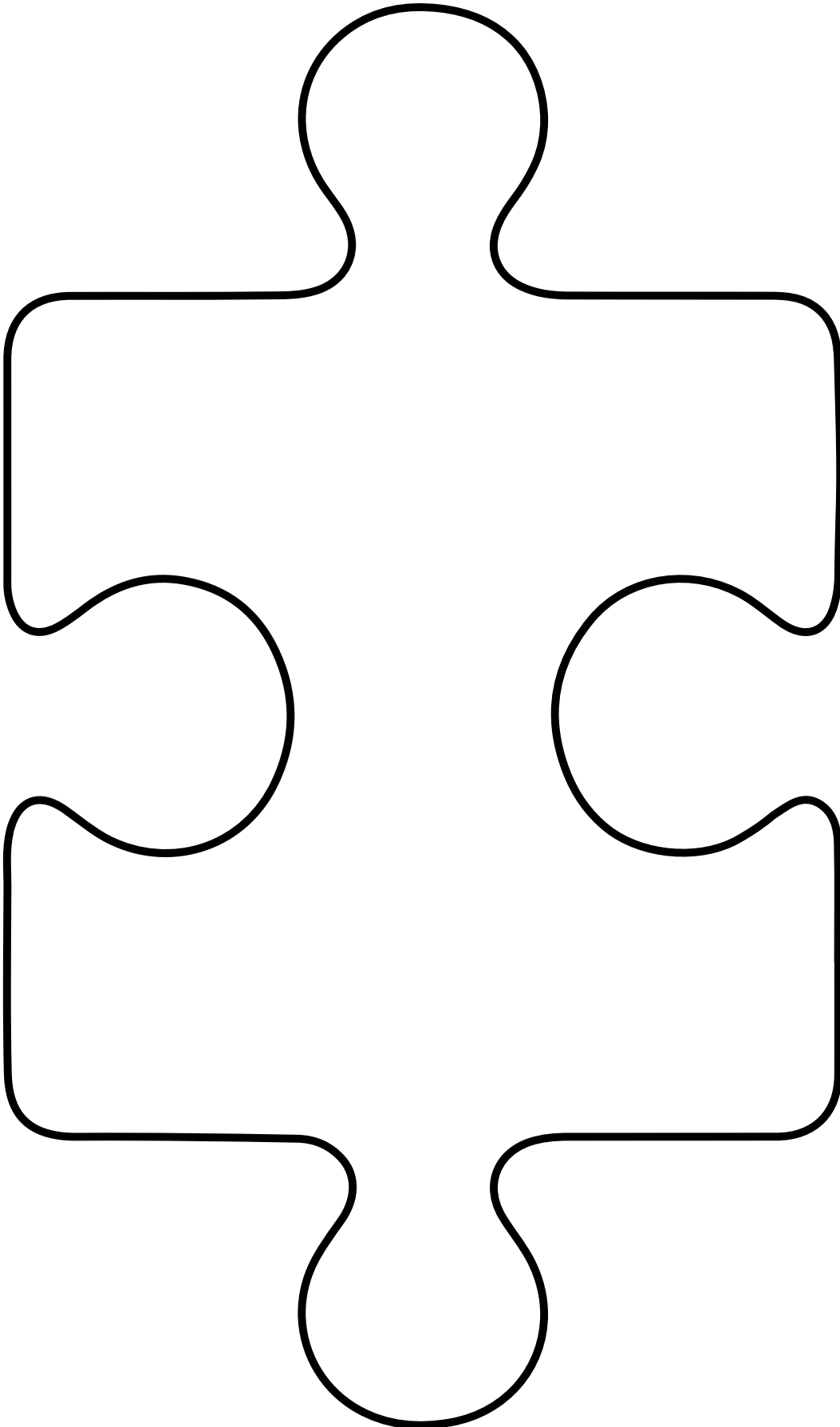
6. Have students find their table and show them your puzzle piece example. Tell students they will write their name and draw themselves showing their special skill or superpower on their puzzle pieces. Distribute **Handout 9: Puzzle Activity**.
7. When finished, help students cut out their puzzle pieces. Glue the puzzle pieces onto cardboard to create a class puzzle.
8. Brainstorm a title and write it on the top of the puzzle, such as *Aaqqiksugaq, We All Fit Together*, or *Our Healthy Community*. Display the puzzle in your classroom.
9. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* As a class, add student suggestions to the *Learned* column, such as *aaqqiksugaq* (people using their special skills or superpowers to help their community). Add any additional student suggestions or questions to the *Still Want to Investigate* column.

Extension Activities:

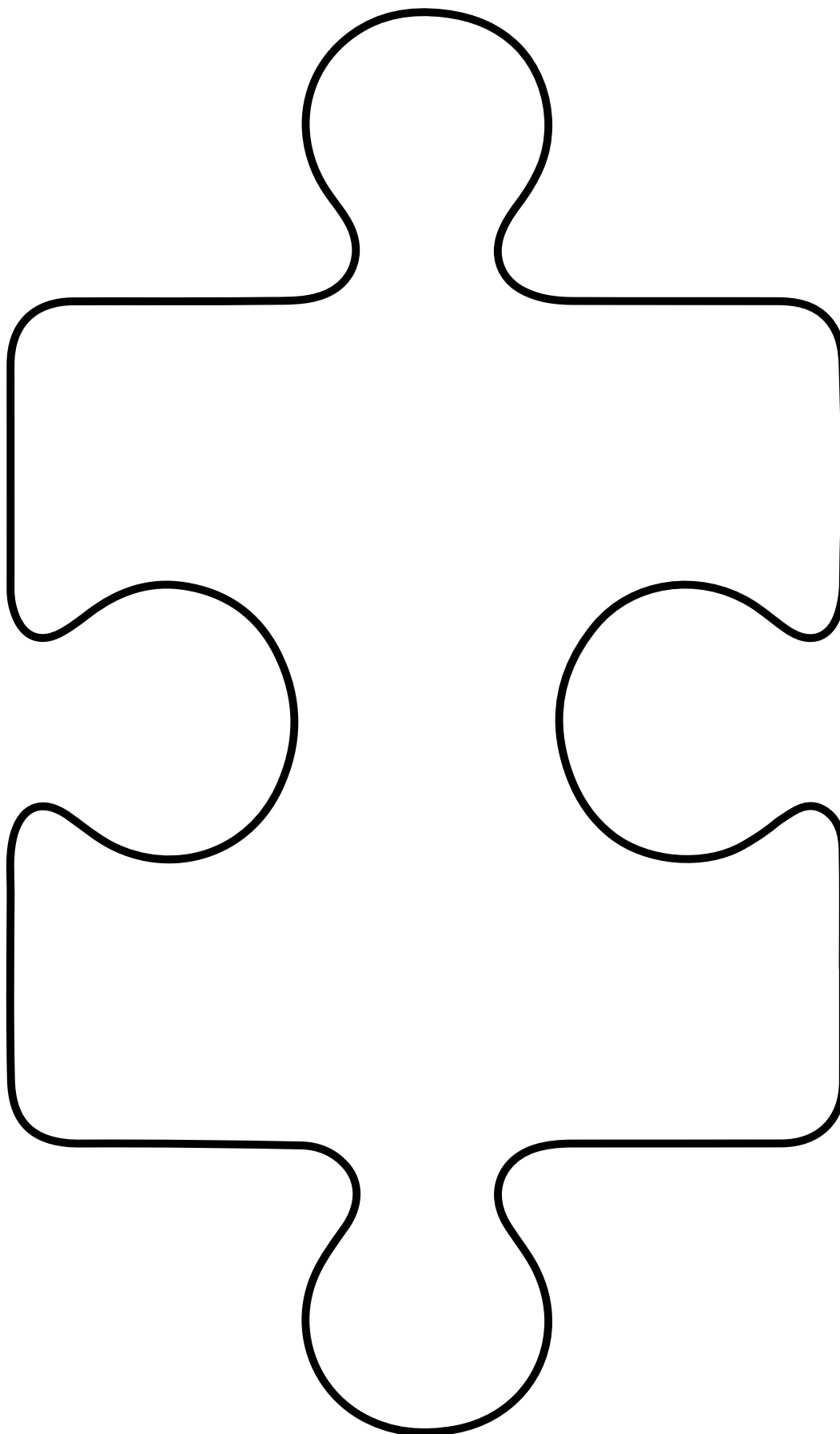
1. Have students draw and write about someone they know using their special skill or superpower in their community. Use **Handout 2: Draw and Write**.
2. Have students act out their superpower for other students to guess.



ՇԺՇԵԿԼԵՑ 9: ՀԻՍՏՐԵԴԵՑ ԼԵՂՎԵԿԵՑ



Handout 9: Puzzle Activity



Lesson Title	ᐃᑦᑲᑦᐃᑦᑲᑦ 7: ᐃᑦᑲᑦᐃᑦᑲᑦ ᐱᑦᑲᑦᑲᑦ ᐃᑦᑲᑦᐃᑦᑲᑦ / Lesson 7: Jobs and Responsibilities in My Community	Time	45 minutes
Learning Goal	Students will continue to learn about responsibility. They will explore how shared tasks and responsibilities help create a healthy community that meets everyone's needs.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Pijitsirniq: serving and providing for family and/or community.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6		
Assessment Opportunities	<p>☐ Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Explore the roles and responsibilities of community members. Ask and answer questions about the responsibilities of community members. <p>☐ Use student work samples to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> Chart paper Educator markers Book: ᐃᑦᑲᑦᐃᑦᑲᑦ ᐃᑦᑲᑦᐃᑦᑲᑦ / <i>Jobs in My Family</i> by Inhabit Education Photo Pack: ᐃᑦᑲᑦᐃᑦᑲᑦ ᐃᑦᑲᑦᐃᑦᑲᑦ ᐃᑦᑲᑦᐃᑦᑲᑦ ᐃᑦᑲᑦᐃᑦᑲᑦ / <i>Jobs and Community Helpers Now and Long Ago in the Camps</i> ᐃᑦᑲᑦᐃᑦᑲᑦ 10: ᐃᑦᑲᑦᐃᑦᑲᑦ ᐱᑦᑲᑦᑲᑦ ᐃᑦᑲᑦᐃᑦᑲᑦ / Handout 10: <i>Jobs and Responsibilities in My Community</i> Student writing and colouring materials <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ᐃᑦᑲᑦᐃᑦᑲᑦ 2: ᐱᐱᑦᑲᑦᑲᑦ ᐱᐱᑦᑲᑦᑲᑦ / Handout 2: <i>Draw and Write</i> (can be found in Lesson 1) ᐃᑦᑲᑦᐃᑦᑲᑦ 7: ᐃᑦᑲᑦᐃᑦᑲᑦ ᐱᑦᑲᑦᑲᑦ / Handout 7: <i>Question and Answer</i> (can be found in Lesson 4) 		

Consider inviting Elders, parents, or community members to the classroom to talk to students about their jobs and how they help the community.

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

Preparation:

1. Prepare chart paper by writing **ᐃᖃᑲᐃᑦ ᓄᓇᓇᓂᓪᓗ ᐃᑲᖃᑲᑦ** / *Jobs and Community Helpers* along the top.
2. Prepare pictures from the current day in the **ᐃᖃᑲᐃᑦ ᓄᓇᓇᓂᓪᓗ ᐃᑲᖃᑲᑦ** ᐅᓪᓗᑦ ᐃᕐᓴᑲᓪᓗ / *Jobs and Community Helpers Now and Long Ago in the Camps Photo Pack*. Set aside pictures from life in the camps. You will use these in Lesson 8.
3. Photocopy a class set of **ᐅᓂᖃᕐᓴᕐᓴ 10: ᐃᖃᑲᐃᑦ ᐱᕐᓴᓪᓗ ᓄᓇᓇᓂᓪᓗ** / **Handout 10: Jobs and Responsibilities in My Community**.
4. Prepare any extension activity materials you are using.

Steps:

Read-Aloud (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Remind them that they have been learning about different ways to show responsibility in their community. Today they will be learning about different jobs people have in their community.
2. Read the book **ᐃᖃᑲᐃᑦ ᐃᑲᑦᑲᑦ** / *Jobs in My Family* to the class.



Whole-Group Discussion (10 Minutes)

3. Ask students the following questions and list student responses on the prepared chart paper.

ᑭᓂᐅ ᐃᖃᑲᐱᐃᔪᖃᖃᕐᕗᑦ ᐃᑯᐃᑦ ᐅᖃᑦᒫᒐᖃ? / What kind of jobs did people have in the book?

- ልጃቢሮበር፣ ልዩነት፣ ንስኞች፣ የህንጻው አምራች፣ ደናዊያኝ፣ ብልሹ / A hunter, a teacher, a doctor, a firefighter, a storyteller, and a seamstress.

ፍጹሙስ ልጅህ ልጅህ ልጅህ ልጅህ / What kind of jobs do people have in your family?

- 4.** Tell students that jobs come with responsibilities and tasks that people must do. Use the ᐃᓕᑲᐱᐃᓪᓴ ᓄᐱᓕᓴᓸᓂ ᐃᑲᓖᓕᑲᑦ ᐅᓕᓗᑦ ᐃᒻᒪᑲᓕᓚᓗ / Jobs and Community Helpers Now and Long Ago in the Camps Photo Pack to show pictures of community members at work. Model how to describe the picture and the responsibility that goes with each job, then ask students to try. As students look through the photos, ask them to describe other jobs they know about in their community.

- [illegible]

Group Work (15 Minutes)

5. After looking at the pictures, add any additional jobs that students brought up to your chart paper. Discuss how everyone in the community has a responsibility to take care of each other and that this contributes to a healthy community.

Independent Work (10 Minutes)

6. Have students find their tables and distribute **ጋፍጽህረጽ 10: ልጽገጽ ስራና ምርጫ ስራ** / **Handout 10: Jobs and Responsibilities in My Community**. Have them choose four jobs or community helpers and draw and label what each of their responsibilities are.

Group Share (5 Minutes)

7. When finished, gather students back on the carpet and allow them to share their work.

Extension Activities:

1. Have students draw and write about a job they would like to have when they grow up. Use **ᠳᠠᠰᠤᠨᠢᠯᠢᠰᠤ** 2: **ᠨᠠᠨᠢᠰᠤᠨᠢᠯᠢᠰᠤ** / **Handout 2:** Draw and Write.
2. Have students ask a family member or friend about their job and what responsibilities they have in the community. Use **ᠳᠠᠰᠤᠨᠢᠯᠢᠰᠤ** 7: **ᠠᠨᠠᠨᠢᠰᠤᠨᠢᠯᠢᠰᠤ** / **Handout 7:** Question and Answer.
3. As a class, write a list of questions you could ask a community member about their job.

ᐃᖃᑲᑲᐃᓴᖅ ᓄᐃᕕᖅᓴᓴᓂᓂ ᐃᑲᓴᖃᑲᑲᑦ ᐅᕕᓴᓴ ᐃᕐᓴᓴᑲᕐᓴᓴᓴ

Jobs and Community Helpers Now and Long Ago in the Camps



The Jobs and Community Helpers Now and Long Ago in the Camps photo pack show the diverse roles Inuit have held in Nunavut, from traditional camp life to today's modern communities. These photos show students how everyone's work contributes to the well-being of the community and emphasize the importance of responsibility and collaboration. By exploring these images, students will learn about the connection between work in the past and present and how it helps build strong, healthy communities where members take care of each other.

Photocopy and cut out the pictures in this photopack or project the pictures using the digital link.

ᐱᓐ / Now



ᐱᓐᓂᐱᓯᐅᓃᐅᐅ / Nurse



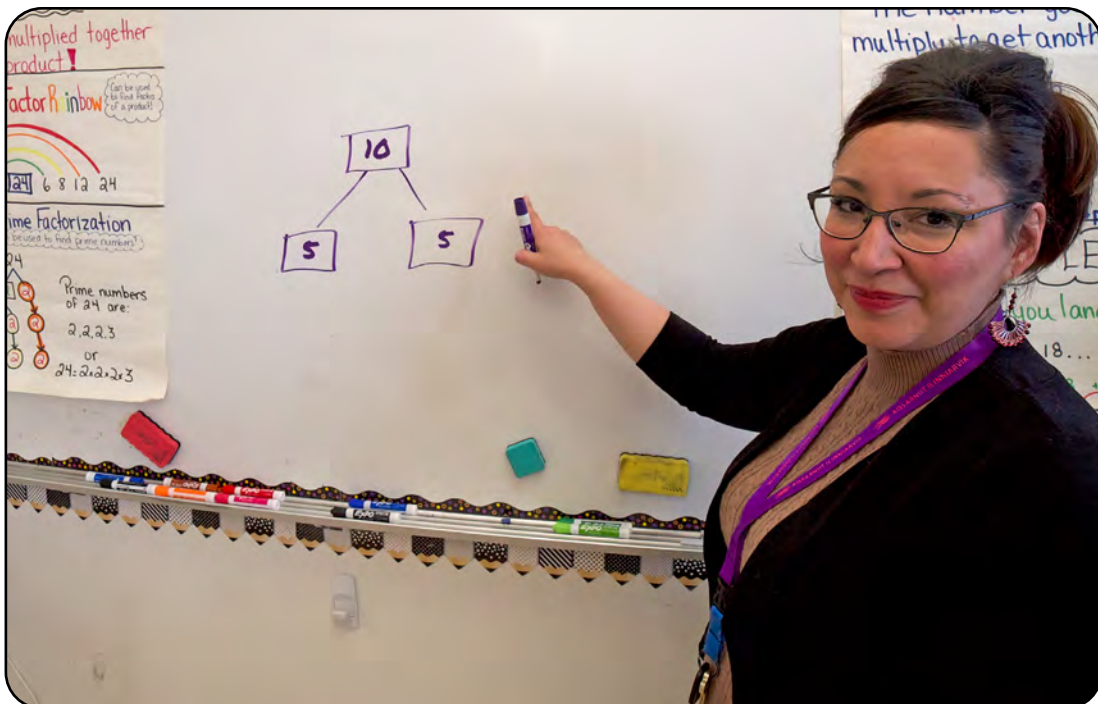
ᓂᐅᐱᓃᐅᐅᐅᐅ / Cashier

ᓂᐅᐅᐅᐅᐅ 1: ᐱᓐᓂᐅᐅᐅᐅᐅ

ᐱᓐᓇ / Now



>ᑭᓐᓇᑭᓐ / RCMP Officer



ᐃᑭᓐᓇ / Teacher

Լ՞ԵՁ / Now



Բ՛ԵԴԵՆՈՂ / Seamstress



Վ՞ՅԱԴԵՆՈՂ / Hunter

Կ՞ԺՈՒՄԵՆ 1: ՃԻՂԿԵՆՆԵ ԺԵՐՆ

ᐱᓐ / Now



ᐅᐱᐱᐱᐱ / Conservation Officer



ᐃᐱᐱᐱᐱ / Water Truck Driver

▷◁ᑎᑕᑕᑕᑕᑕᑕ ᓄᓇᑕᑕᑕᑕ / Long Ago in the Camps



ᑕᑕᑕᑕᑕᑕᑕᑕ / Hunting



ᑕᑕᑕᑕᑕᑕᑕᑕ / Fishing

ᐅᐸᑦᑎᐸᑦᐸᐸᐸᐸᐸᐸ ᐃᑦᑦᑦᑦᑦᑦ / Long Ago in the Camps



ᐃᑦᑦᑦᑦᑦᑦ / Building an igloo



ᐸᐸᑦᑦᑦᑦᑦᑦᑦᑦ ᐸᑦᑦᑦᑦᑦᑦ ᐸᑦᑦᑦᑦᑦᑦᑦᑦ / Packing and unpacking the camp

▷◁ⁿ◁▷◁ᵇ ႏႆးၼ်ႉ / Long Ago in the Camps



$\Lambda \rho^a \underline{q}^b \Delta \sigma^c \triangleleft \Gamma^c \sigma^b$ / Preparing animal skins

 $\epsilon_b \dot{\rho}^a \sigma^b < \epsilon_a \rho^a \sigma^{\epsilon_b}$ / Preparing the sled

▷◁ԳՈՎՐՎՆԵ ԺԳԵՐՆԵՐ / Long Ago in the Camps



ԳՐԼԾԵ ԸՆԹԵՂՄԵՆ / Taking care of the dogs



ԾԳՐՈՒՄԵՆ / Preparing food

ᐊᑎᖃ: _____

ᐅᐃᓂᖃᑲᑲ 10: ᐃᖃᑲᐃᑲᑲᑲ ᐱᑲᑲᑲᑲ ᓄᐃᓕᑎᐃᓂ

<p>ᐅᐃ _____.</p>	<p>ᐅᐃ _____.</p>
<p>ᐅᐃ _____.</p>	<p>ᐅᐃ _____.</p>

Name: _____

Handout 10: Jobs and Responsibilities in My Community

<p></p> <p>This is a _____.</p>	<p></p> <p>This is a _____.</p>
<p></p> <p>This is a _____.</p>	<p></p> <p>This is a _____.</p>

Lesson Title	ᐃᑦᓴᐅᙳᑦ 8: ᐃᕐᓂᑦᑐᑦ ᐃᖁᑎᐱᑭᔪᓯᒃᓵᓚᐅᑦᑐᑦ ᐱᖁᓴᑦ / Lesson 8: Jobs and Responsibilities from Long Ago	Time	40 minutes
Learning Goal	Students will explore jobs and responsibilities in traditional Inuit camps and compare them to present-day communities. They will discover how shared duties support community well-being over time.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Pijitsirniq: serving and providing for family and/or community.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6, 1.C.7, 1.S.1, 1.S.2, 1.S.3, 1.S.5		
Assessment Opportunities	<p>❏ Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> ▪ Explore jobs and responsibilities from long ago. ▪ Talk about jobs and responsibilities from long ago and how they are similar to or different from jobs and responsibilities today. ▪ Actively participate while learning about traditional jobs and responsibilities from video, discussion, Elders, and images. ▪ Identify jobs and responsibilities as a characteristic of a healthy community. <p>❏ Use student work samples to check for understanding.</p> <p>❏ Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> ▪ Photo Pack: ᐃᖁᑎᐱᑭᔪᓯᒃᓵᓚᐅᑦᑐᑦ ᐆᑲᑦᓴᓄᑦ ᐅᑦᑐᑦ ᐃᕐᓂᑦᑐᑦ / Jobs and Community Helpers Now and Long Ago in the Camps ▪ KWLS chart <p>Extension Activity Materials:</p> <hr/> <ul style="list-style-type: none"> ▪ Student writing and colouring materials ▪ ᑐᐱᑦᓴᓴᓴᓴ 2: ᐢᐢᓴᑐᓴᓴᓴ ᐢᐢᓴᓴᓴᓴ / Handout 2: Draw and Write (can be found in Lesson 1) ▪ ᑐᐱᑦᓴᓴᓴᓴ 7: ᐋᐱᓴᓴᓴᓴ ᐸᕈᓴᓴᓴ / Handout 7: Question and Answer (can be found in Lesson 4) 		



1. Prepare pictures of life in the camps from the ልጅናልሰር ወይም ልጅናልሰር ልብላብክን ኮረብራ / Jobs and Community Helpers Now and Long Ago in the Camps Photo Pack.
2. Prepare any extension activity materials you are using.

Introduction (10 Minutes)

1. Begin the lesson by gathering students on the carpet. Ask students the following question for group discussion:

ፈቃድና ጥራት ይከተሉን ቅጽ በአማርኛ እና በእንግሊዝኛ ተመልከቱ፡

በአማርኛ፦
የሕይወት አስተሳሰብ
የሕይወት መቼት
የሕይወት የቴክኖሎጂ ጥምረት
የሕይወት የፍልጋ ልውውጥ
የሕይወት የፍልጋ ልውውጥ /
When we talk about our lives right now, we are talking about the present.
When we talk about life from many years ago, we are talking about the past.
Our community hasn't always looked the same as it does now. What do you think our community might have looked like long ago?

2. Remind students that they have learned about many jobs and responsibilities people have in their community. There were also many jobs and responsibilities people had long ago. Some look very different from today, and some look the same.

Photo Pack (15 minutes)

3. Show students pictures of life in camps from **ᐃᖃᐅᐱᐃᓪᓕ ᐃᐱᓕᓕᓴᓂ ᐃᐅᓐᓴᓂᐱᓪᓕ ᐅᓕᓴᓴ ᐃᓐᓴᓐᓴᓐᓴᓐᓴ** / Jobs and Community Helpers Now and Long Ago in the Camps Photo Pack. Have students describe what they see in the picture, then explain each job to students. Use the information in the photo pack to help describe the pictures.
4. Tell students that over time jobs and responsibilities can change because the community changes. Learning about jobs and responsibilities from long ago is important because they show us the importance of traditional work, how people lived well long ago, and how our community can change or stay the same over time.

Whole-Group Discussion (10 Minutes)

- 5.** Ask students the following questions:

[illegible]

የጋራ ልሳኔዎችን ለመግለጽ ልብ ወለድ ማድረግ ይቻላል። / What questions could we ask someone who lived long ago to find out more about their jobs and responsibilities?

Reflection (5 Minutes)

6. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student suggestions to the *Learned* column, such as jobs, responsibilities, traditional work, helping others, and so on. Add any additional student suggestions or questions to the *Still Want to Investigate* column.

Extension Activities:

1. Have students draw and write about themselves doing a job from long ago. Use **ᐃᓐᓂᓐᓴᓴᓐᓂᓐ 2: ᐱᐱᓐᓂᓐᓴᓴᓐᓂᓐ ᐱᐱᓐᓂᓐᓴᓴᓐᓂᓐ** / **Handout 2: Draw and Write.**
2. Have students draw and write a job they think might exist in the future. Use **ᐃᓐᓂᓐᓴᓴᓐᓂᓐ 2: ᐱᐱᓐᓂᓐᓴᓴᓐᓂᓐ ᐱᐱᓐᓂᓐᓴᓴᓐᓂᓐ** / **Handout 2: Draw and Write.**
3. Have students ask an Elder about a job or responsibility they had when they were younger. Use **ᐃᓐᓂᓐᓴᓴᓐᓂᓐ 7: ᐱᐱᓐᓂᓐᓴᓴᓐᓂᓐ ᐱᐱᓐᓂᓐᓴᓴᓐᓂᓐ** / **Handout 7: Question and Answer.**



Lesson Title	ᐃᑕᐱᐃᐱᐱᐱ 9: >ᐸᐅᐅᐅᐅᐅᐅ / Lesson 9: Visiting	Time	45 minutes
Learning Goal	Students will explore how visiting supports personal and community wellness. They will discover how sharing time together strengthens family and friendship bonds and discuss ways to maintain visiting traditions today.		
IQ Focus	<p>Inuuqatigiitsiarniq: respecting others, relationships, and caring for people.</p> <p>Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.</p> <p>Pilimmaksarniq: development of skills through practice, effort, and action.</p>		
Curriculum Connection	Social Studies 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.7, 1.S.3		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Talk about different ways, places, times, and reasons people visit each other. Talk about the importance of visiting Elders and identify visiting as a characteristic of a healthy community. Actively participate while learning about visiting from books, Elders, the group visiting activity, and discussion. <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p> <p><input type="checkbox"/> Use student work samples to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> Book: ᐅᐅᐅᐅᐅᐅᐅ >ᐸᐅᐅᐅᐅᐅᐅ ᐱᐱᐱᐱᐱᐱ / <i>Visiting Amauq</i> by Meeka Aqqiaruq and Ken Beardsall Chart paper Educator markers Timer KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> Student writing and colouring materials ᐅᐅᐅᐅᐅᐅᐅ 2: ᐱᐱᐱᐱᐱᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱ / Handout 2: Draw and Write (can be found in Lesson 1) 		

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

1. Prepare chart paper by writing 'b_oΔ^LL' > c'σ^{sb} ∧^LL_h▷? / *Why Is Visiting Important?* along the top.
2. Prepare any extension activity materials you are using.

Read-Aloud (10 Minutes)

1. Begin the lesson by gathering students on the carpet. Remind students they have been learning about different ways to show responsibility in their community. Explain that today they will learn about another way they can show responsibility in their community.
2. Read the book ᐃᑦᑲᑦᑲᑦ ᐃᑦᑲᑦᑲᑦ ᐃᑦᑲᑦᑲᑦ / *Visiting Amaug* to the class.

Whole-Group Discussion (10 Minutes)

3. Ask students the following questions:

ᑕᓄᑦ, ᐱᓐᓇᓴ, ᐱᓐᓐ ᓇᐱᓴᓴᑦᑦᑦ? ᑦᑲᓄᐃᑦᑦᑦᑦᑦ? / Where did Kunuk, Anaana, and Maata go? What did they do?

- dmo^b, q̇əq̇ʷl̥, l̥t͡ʃɑ̌ q̇l̥d̥ʰɪm̥ d̥ʒ̥n̥q̇d̥ʱɪŋ̊. ʃd̥ʱɪb̥ʱn̥ɪɾ̥ɔ̆ɔ̆n̥b̥ Δ̥ʱɪb̥ɔ̆ɔ̆ɔ̆n̥b̥, t͡ʃɪq̇d̥ʱɪb̥ɔ̆ɔ̆n̥b̥ q̇l̥d̥ʱl̥ Δ̥ʱɪb̥ʱn̥ɔ̆ɔ̆ɔ̆ d̥ʃ̥b̥b̥b̥ɕ̥n̥ɔ̆ɔ̆ɔ̆, d̥f̥ɔ̆ q̇ʷl̥ʷl̥ʃ̥ Δ̥ɕ̥t͡ʃ̥ɪm̥-ʃ̥ɔ̆ C̥d̥ɔ̆n̥b̥ ɬ̥l̥l̥ʱɪΔ̥ʱɪn̥ɔ̆ɔ̆ɔ̆n̥b̥. / Kunuk, Anaana, and Maata went to visit their **amauq**. They shared tea and fish, listened to Amauq sing and tell stories, saw Kunuk's anga and his family, and helped clean up.

Reflection (5 Minutes)

- 6.** After students are finished visiting, gather back on the carpet and ask students the following questions for group discussion:

Pɔʂᵇ ɖᶦᵇ˥˩ɕɓɐɗᶦᵇ˨˩ɕᵇʌɹ ʒᶦᵇɐ˨˩ɕ? / What did you talk about while you were visiting each other?

>ᑕᓐᓂᑦ ᑦᑐᓂᑦ ᐃᑲᐱᒋᓴᑦᐅᑎᑕᐅᑦᐱᐅᑦ? / How did visiting make you feel?

Group Work (5 Minutes)

7. Show students the chart paper you prepared and read the title. Have students answer the question and record their ideas. Include different ways to visit, like by going to someone's home, by phone, by text, through Facebook, or by listening to local radio stations. Encourage students to think about what visiting may have looked like in the past.

Reflection (5 Minutes)

8. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student ideas to the *Learned* column (for example, visiting). Add any additional student suggestions or questions to the *Still Want to Investigate* column.

Extension Activities:

1. Have students draw and write about themselves visiting or being visited. Use **ᠳᠠᠰᠤᠨᠵᠢᠭᠦᠨ** 2: ᠋ᠨᠣᠩᠪᠠᠭᠡᠨᠲᠤᠨ / **Handout 2:** Draw and Write.
2. Have students draw and write about what visiting might have looked like in the past. Use **ᠳᠠᠰᠤᠨᠵᠢᠭᠦᠨ** 2: ᠋ᠨᠣᠩᠪᠠᠭᠡᠨᠲᠤᠨ / **Handout 2:** Draw and Write.
3. Have students draw and write about what visiting might look like in the future. Use **ᠳᠠᠰᠤᠨᠵᠢᠭᠦᠨ** 2: ᠋ᠨᠣᠩᠪᠠᠭᠡᠨᠲᠤᠨ / **Handout 2:** Draw and Write.



Lesson Title	ᐃᑕᓕᓴᐃᓐᓴᑦ 10: ᐱᓐᑕᓐᓴᑦᐅᑦ ᐃᑕᑕᓐᓴᑦ / Lesson 10: Serving Our Elders	Time	50 minutes
Learning Goal	Students will explore the IQ principle of pijitsirniq. They will discover different ways to serve and celebrate Elders in their community and learn how Elders help create healthy communities and preserve cultural traditions.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships and caring for people. Pijitsirniq: the concept of serving.		
Curriculum Connection	Social Studies 1.C.2, 1.C.3, 1.C.4, 1.C.5		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Talk about the importance of helping Elders. Talk about different ways to help Elders. Identify serving our Elders as a characteristic of a healthy community. <p><input type="checkbox"/> Use student work samples to check for understanding.</p> <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p> <p><input type="checkbox"/> Use the student reflection sheet to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> Book: ᑕᓕᓴᑦ ᓴᓐᑕᓐᓴᑦ ᐃᑕᑕᓐᓴᑦ ᐃᑕᑕᓐᓴᑦ / <i>Palluq and Qiliqti Help Their Anaanatsiaq</i> by Jeela Palluq-Cloutier Chart paper Educator markers Blank paper Student writing and colouring materials KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ᐃᑕᑕᓐᓴᑦ 8: ᐃᑕᑕᓐᓴᑦ ᐃᑕᑕᓐᓴᑦ / Handout 8: A Star and a Wish (can be found in Lesson 5) ᐃᑕᑕᓐᓴᑦ 2: ᐃᑕᑕᓐᓴᑦ ᐃᑕᑕᓐᓴᑦ / Handout 2: Draw and Write (can be found in Lesson 1) 		

Consider inviting an Elder into the classroom. Set up a time to share stories, tea, and bannock.

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

1. Fold blank paper in half to create a card. Make one for each student.
2. Prepare any extension activity materials and photocopy a class set of **ᠳᠠᠰᠤᠰᠤᠯᠤᠰ 8: ᠳᠤᠵᠠᠨᠠᠳᠤᠰᠤᠯᠤᠰ / Handout 8: A Star and a Wish** if you will be using it.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Ask students the following questions for group discussion:

Δφρστ Ροδρ Δοοοοοοοο / Who are the Elders in your life?

2. Tell students they will read a book about helping an Elder. Ask them to listen for the different ways Palluq and Qiliqti helped their anaanatsiaq.

Read-Aloud (5 Minutes)

3. Read the book ᑭᓪᓴᑦ ᓱᓱᑦᑎᓪ ᐃᑲᓴᑦᑐᑦ ᐱᐃᐃᑦᑎᐱᓴᓴᓂᑦ / Palluq and Qiliqti Help Their Anaanatsiaq to the class.

Whole-Group Discussion (10 Minutes)

4. Ask students the following questions:

ᖃᓄᖃ ᐸᓪᓇᖃ ᖃᑦᑕᖃᑎᓪᓴ ᐃᑲᓪᑕᐅᖃᐸᖅ ᐃᓄᓇᓯᐸᖅᑦ? / How do Palluq and Qiliqti help their anaanatsiaq?

- ረሸጋዊ ነዮርክባይ ለርሲሳኔሃንደጋይ. / Palluq and Qiliqti look for chores that need to be done.
- ረሸጋ ማሪያል ንፍርኔ ድክራውርድ ንጉሥላጋሽ ሙርኖሆኒደሚ. ነዮርክጋረ ንጋኖኒዎር ለገናሰር ኢሜሶሞሞኤልር. / Palluq checks the ice bucket on the porch and fills it with small pieces of ice. Qiliqti shovels the front stairs.
- ምልልሩላጋቡ ርሸጋኔርሲሳኔደቡ ሰርሲሳኔደቡ ለሊኑምላጋሽ ርሻዱ. / They both go to the store to buy flour and tea as a treat for everyone to enjoy.

‘ᖃᓄᐃᐱᐱᐱ ᐱᐱᐱᐱᐱᐱᐱᐱ ᐃᐱᐱᐱᐱᐱ ᐃᖃᐱᐱᐱᐱᐱᐱᐱ? / Why do you think it's important to help our Elders?

- [illegible]

**Λἑῖ ὅς ἐσὶν>Ἰ Ἀῷϋϐⲓⲛ Δἁῗϐ. ὕᾱϣ Δῷϥἢ Δἁῗϐⲟϩ? / We have
a responsibility to help our Elders. How have you helped an Elder?**

‘ཆད་ཅེ་འདྲ་ལྟར་འདེད་པར་འདེད་པར་ / How could you help an Elder?

Group Work (10 Minutes)

5. Tell students they will be making cards to celebrate an Elder in their life. They can draw themselves helping or visiting an Elder. They can deliver their card the next time they see the Elder.
6. Brainstorm images and words students could put on their cards. Record student ideas on chart paper.

Independent Work (15 Minutes)

7. Have students find their tables and distribute folded paper for them to work on their cards.
8. Collect the cards and return them to students at the end of the day.

Reflection (5 Minutes)

9. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student suggestions to the *Learned* column (for example, helping our Elders). Add any additional student suggestions or questions to the *Still Want to Investigate* column.

Consider having students complete ᐅᓕᓗᓂᓐᓴᓴᓐ 8: ᐅᓕᓗᓂᓐᓴᓴᓐ ᐱᓱᓱᓐᓴᓴᓐ / Handout 8: A Star and a Wish. This will help you understand what has worked well for students, what you may want to revisit, or what misunderstandings need to be cleared up.

Extension Activities:

1. Have students role-play scenes from the story ᐱᓱᓱᓐᓴᓴᓐ ᐱᓱᓱᓐᓴᓴᓐ ᐱᓱᓱᓐᓴᓴᓐ / Palluq and Qilitqi Help Their Anaanatsiaq.
2. Have students draw and write about a time they helped an Elder. Use ᐅᓕᓗᓂᓐᓴᓴᓐ 2: ᐱᓱᓱᓐᓴᓴᓐ ᐱᓱᓱᓐᓴᓴᓐ / **Handout 2:** Draw and Write.



Lesson Title	ᐃᑦᐱᐱᐱᐱ 11: ᐃᐱᐱᐱᐱ / Lesson 11: Using the Land	Time	50 minutes
Learning Goals	Students will investigate how the land influences life in the community by creating a list of the many ways we feel its presence. They will share ideas about how to take care of the land.		
IQ Focus	Avatittinnik kamatsiarniq: respect and care for the land, animals, and environment.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.L.1, 1.L.2, 1.L.3, 1.L.4, 1.L.7		
Assessment Opportunities	<p>❑ Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> ▪ Talk about land they see in their community (rocks, water, ice, grassy areas, hills, mountains, sand, shores). ▪ Talk about how the community uses the land to meet their needs. ▪ <i>Piliriqatigiiglutik</i> with peers and brainstorm ways to keep the land healthy. ▪ Identify how people use and take care of the land to create a healthy community. <p>❑ Use student work samples to check for understanding.</p> <p>❑ Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> ▪ Computer with a projector and access to the Internet ▪ Chart paper ▪ Educator markers ▪ ᐃᐱᐱᐱᐱ 11: ᐃᐱᐱᐱᐱ / Handout 11: Using the Land ▪ Student writing and colouring materials ▪ KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ▪ ᐃᐱᐱᐱᐱ 7: ᐃᐱᐱᐱᐱ ᐱᐱᐱᐱ / Handout 7: Question and Answer (can be found in Lesson 4) 		

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

1. Prior to the lesson, ask students to bring in something that came from the land. Collect the items before the lesson.
2. Load the Google Earth website.
3. Photocopy a class set of **၁၁.၁၁.၁၁.၁၁ 11: ၁၁.၁၁.၁၁.၁၁ / Handout 11: Using the Land.**
4. Prepare chart paper by writing **၁၁.၁၁.၁၁.၁၁ / Using the Land** along the top.
5. Prepare any extension materials you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Remind students that people have many different responsibilities in the community. Tell students they will explore another important responsibility, the responsibility to the land.
2. Display a Google Earth image of your town. Discuss the land while you explore your community and **Inuktitut** place names.

Whole-Group Discussion (10 Minutes)

3. Ask students the following questions:

ᐃᓂᓴᐃᓂᐱᐅᐅ ᐃᓂᓴᓴ? / Can you find our town?

ፊርብ ልዩፍካይዬ, ሙሩጽ ሙጋሪ? / What is bigger, the town or the land?

መ ረጋገጥላኝ? / Can you describe the land?

Sharing Circle (15 Minutes)

5. Ask students to take the item they brought from the land and sit in a circle on the carpet. Go around the circle and have students explain what item they brought in. Add to your list as students share the significance of their item.
6. As a class, brainstorm ways to keep the land healthy. Discuss how and why it is everyone's responsibility.

Independent Work (15 Minutes)

7. Have students find their tables and distribute **ᐅᐱᓂᓴᓴᓴᓴ 11: ᓄᐱᓂᓴᓴᓴ / Handout 11: Using the Land**. Students will draw and write about one way they use the land.
8. When finished, allow students to share their work.

Reflection (5 Minutes)

9. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add any additional student suggestions to the *Learned* column (for example, using or taking care of the land). Add any additional student suggestions or questions to the *Still Want to Investigate* column.

Extension Activities:

1. As a class, visit other communities using Google Earth. Describe the land, how other communities look, and any similarities and differences to your community.
2. As a class, brainstorm ways to organize a classroom or school-wide cleanup.
3. Have students ask someone at home about their connections to the land. Use **ᐅᐱᓂᓴᓴᓴᓴ 7: ᐱᓴᓴᓴᓴᓴ ᓴᓴᓴᓴᓴ / Handout 7: Question and Answer**.
4. Have students ask someone at home how we can show thanks to the land. Use **ᐅᐱᓂᓴᓴᓴᓴ 7: ᐱᓴᓴᓴᓴᓴ ᓴᓴᓴᓴᓴ / Handout 7: Question and Answer**.



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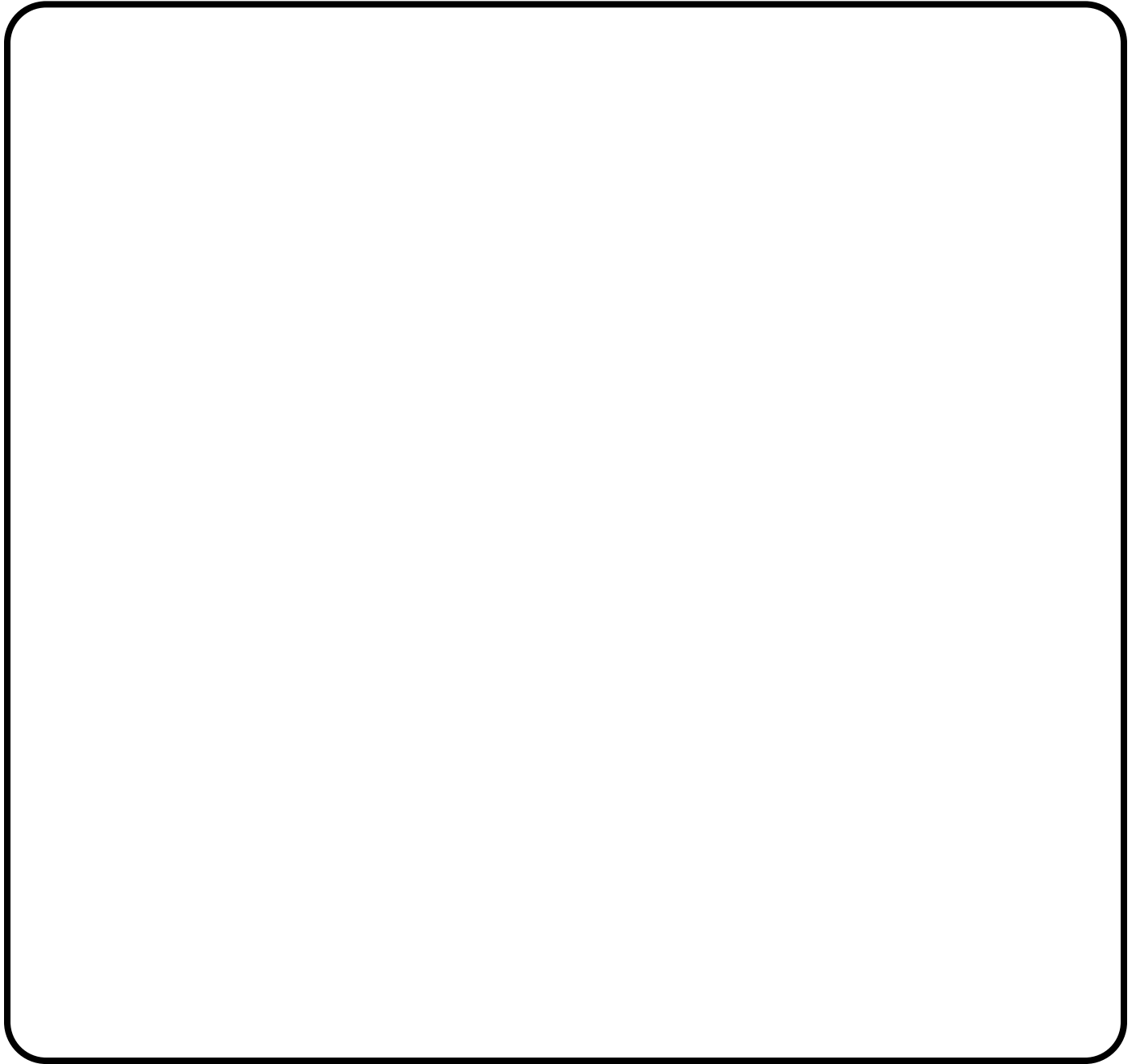
ՉԺՏԳԻԼԳԵ 11: ՄԸԴՉԳԵ

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The paper has rounded corners and a thin black border around its edges. There are no markings, text, or drawings on the page.

Name: _____

Handout 11: Using the Land

Draw a picture of how you use the land. Write a sentence about what you are doing.



Lesson Title	ᐃᑦᑲᐃᑦᑦ 12: ᐃᑦᑲᐃᑦᑦᑦᑦᑦᑦ ᐃᑦᑲ / Lesson 12: Mapping My Community	Time	50 minutes
Learning Goal	Students will create a map of their community and the surrounding land. They will use Inuktitut place names to identify and label key features and geographical landmarks.		
IQ Focus	Avatittinnik kamatsiarniq: respect and care for the land, animals, and environment.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.L.1, 1.L.2, 1.L.3, 1.L.4, 1.L.5		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Identify features of their community. Discuss local Inuktitut place names and how they describe the land. Represent important community places and features of the land on a map. <p><input type="checkbox"/> Use student work samples to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> A computer with a projector and access to the Internet Map of your community Chart paper Glue Educator markers ᐃᑦᑲᐃᑦᑦ 12: ᐃᑦᑲᐃᑦᑦᑦᑦᑦᑦ ᐃᑦᑲ / Handout 12: Places in Our Community Student writing and colouring materials Scissors 		

Consider inviting an Elder into the class to teach students about **traditional wayfinding skills** like reading the land and stars and *inuksuit*.

1. Load the Google Earth website or display a map of your community.
2. Photocopy a class set of **ᐅᐱᐅᐅᐅᐅᐅᐅ 12: ᐅᐱᐅᐅᐅᐅᐅᐅ ᐅᐱᐅᐅᐅᐅᐅᐅ / Handout 12: Places in Our Community.**
3. Research the Inuktitut place names in your community and how they describe the land.
4. Tape two pieces of chart paper together. Draw a compass rose in the top right corner.
5. Prepare any extension activity materials you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Invite students to share how they used the land since your last lesson.
2. Display the zoomed-in Google Earth image of your town. Point out the Inuktitut place names and discuss how they describe the land.

Whole-Group Discussion (5 Minutes)

- 3.** Ask students the following questions:

መድርብሮ መፍኃ ዐገሮ ኮሎኒያል? / What do you notice about our community and the land?

መደርበዎት ደረሰዋል፤ ለፍርድ ቤቱ/ፍርድ ቤቱ/ፍርድ ቤቱ ለሚገኝ
 ለቤተሰብ ወይም ሌላ? / Can you find our community's school(s)/airport/
 church(es)/or other important places?

4. Tell students that Google Earth shows a satellite image of their community. Explain that you are going to make a paper map of your community.

Group Work (10 Minutes)

5. Show students the large chart paper and write your community's name on the top.
6. Ask students the following question and record answers on a separate piece of chart paper:

የሥራ ለኒቢዮቹ ስራዎች ምን ዓይነት ምርቶች ይፈጥራሉ? /

What are some of the important places in our community that we should include on our map?

7. Tell students they will draw their home and one other building to put on their map. Ask students which building they would like to draw, and write their names next to it on your chart paper.

Independent Work (15 Minutes)

8. Have students find their tables and distribute **Handout 12: Places in Our Community**. Allow time for students to colour and cut their homes and buildings.

Group Work (15 Minutes)

9. Gather students on the carpet. Explain to students that the compass rose shows directions using north, south, east, and west.
10. Use student advice to draw main roads, rivers, lakes, creeks, the airport runway, and the dock on your map. Use Inuktitut place names and discuss their significance. If needed, use Google Earth images to help you.
11. Have students glue their home and building onto the map.

Extension Activities:

1. Have students draw animals or vegetation to include on the map using blank paper.

Δn^{sb} : _____

ጋራ ፍቅረኛ 12: ወደ ልጅ

በበግጥም ልጋ ምክርብ ልግጥም ምክርብ 1 ልግጥም.

በጥንታዊ ሊብራሪ ውስጥ ያለው የፍጥነት ምድብ ምድብ 2 ሊባላል።



1
Δ<ΔJ^c



2
Δ<ΔJ^c

Name: _____

Handout 12: Places in Our Community

Draw your house or apartment in Box 1.

Draw an important building or place in our community in Box 2.

A large rectangular area defined by a dashed line, intended for drawing a house or apartment.

Box 1

A large rectangular area defined by a dashed line, intended for drawing an important building or place in the community.

Box 2

Lesson Title	ᐃᑦᐱᐃᐱᑦ 13: ᐅᐱᑦ ᑭᐱᑦᐱᑦ ᐃᑦᐱᑦ / Lesson 13: Animals and Wildlife in My Community	Time	45 minutes
Learning Goals	Students will identify the animals in their community. They will explore the importance of animals to traditional Inuit ways of life and discuss how these animals support community well-being today.		
Connection to IQ	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Avatittinnik kamatsiarniq: respecting and caring for the land, animals, and the environment.		
Curriculum Connection	Social Studies 1.C.2, 1.C.4, 1.C.5, 1.L.3, 1.L.6		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Identify different animals in their community and the ways humans depend on them. Discuss our responsibility to animals. Identify how respectful animal practices build healthy communities. <p><input type="checkbox"/> Use student work samples to check for understanding.</p> <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> ᐃᑦᐱᑦᐱᑦ 13: ᐅᐱᑦ ᑭᐱᑦᐱᑦ ᐃᑦᐱᑦ ᐱᑦᐱᑦ ᐱᑦᐱᑦ / Handout 13: Animal Seek and Find Cards ᐃᑦᐱᑦᐱᑦ 14: ᐅᐱᑦ ᑭᐱᑦᐱᑦ ᐃᑦᐱᑦ ᐱᑦᐱᑦ ᐱᑦᐱᑦ / Handout 14: Animal Seek and Find Clipboards Student writing and colouring materials Timer KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ᐃᑦᐱᑦᐱᑦ 2: ᐱᐱᑦᐱᑦᐱᑦ ᐱᐱᑦᐱᑦ / Handout 2: Draw and Write (can be found in Lesson 1) 		



Preparation:

1. Photocopy **ጋዕድኤሳኤ 13**: ስለጥቅም ምዕራፍ ለምሳሌ / **Handout 13**: Animal Seek and Find Cards. Cut out the pictures and hide them around the classroom.
2. Photocopy a class set of **ጋዕድኤሳኤ 14**: ስለጥቅም ምዕራፍ ለምሳሌ / **Handout 14**: Animal Seek and Find.

Steps:

Introduction (10 Minutes)

1. Begin the lesson by gathering students on the carpet. As a group, list the animals students have seen in and around their community.
2. Tell students they will go on a hunt by searching the classroom for 12 hidden animals. Discuss how they will stay safe in the classroom.

Whole-Group Activity (15 Minutes)

- 3.** Distribute clipboards, pencils, and **Handout 14: Animal Seek and Find**. Tell students to copy the animal's name next to its number once they find it.

4. When finished, have students bring the hidden pictures to you and sit on the carpet. List the animals students found and discuss which animals are from your community and which are not.

Whole-Group Discussion (15 Minutes)

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- ပုၤငံး ပံၤလဲၣ်စ့ၢ် ငံၢ်ပုၤဟံၣ်ငါၣ်ပုၤလိာ်? / Whose responsibility is it to take care of animals?**

Reflection (5 Minutes)

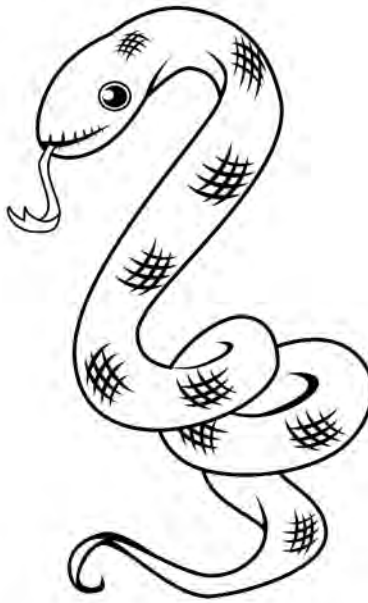
- ### Extension Activities:

1. Have students draw and write about their favourite animal in their community. Use **Handout 2: Draw and Write**
2. Have students play animal charades.

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ՁԵՆՆԻՑ



ԳԻՆՆԱԿ



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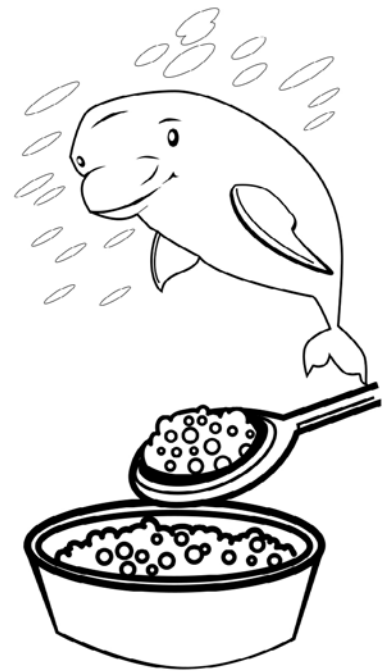
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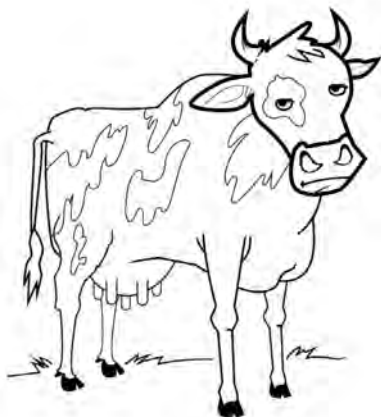
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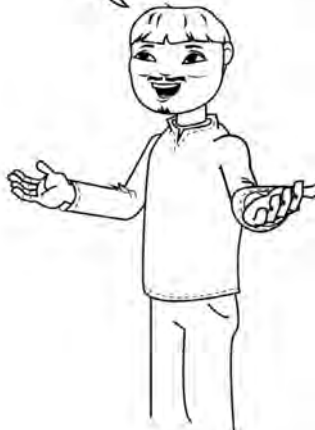
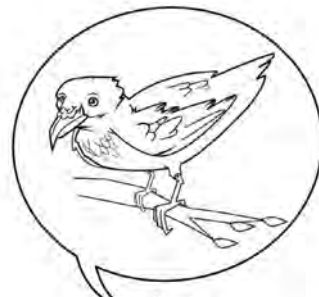
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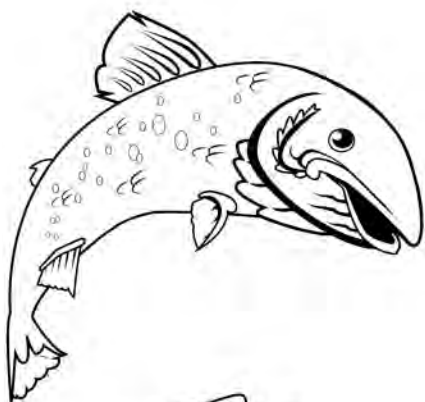


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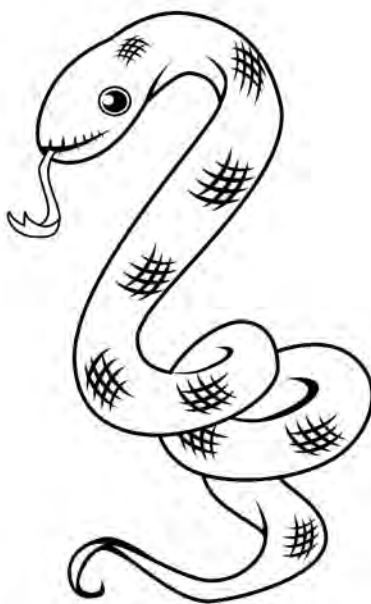


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Handout 13: Animal Seek and Find Cards



Arctic Char



Snake



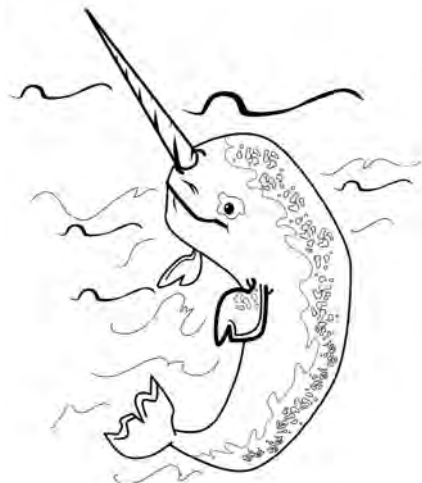
Monkey



Ringed Seal



Musk Ox



Narwhal

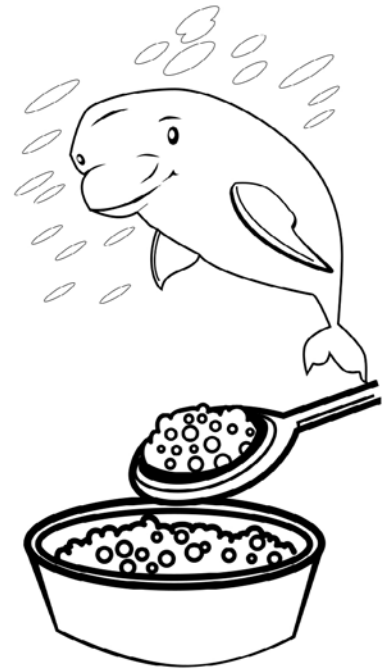
Handout 13: Animal Seek and Find Cards



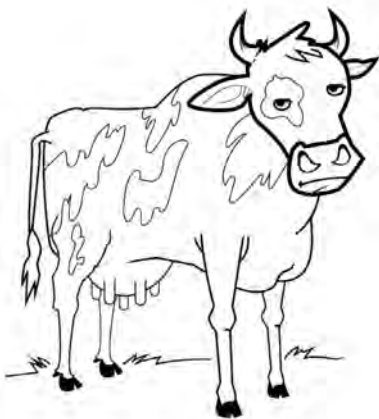
Dog



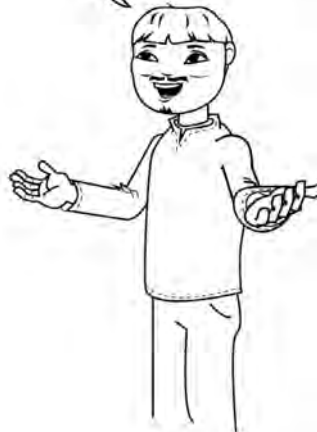
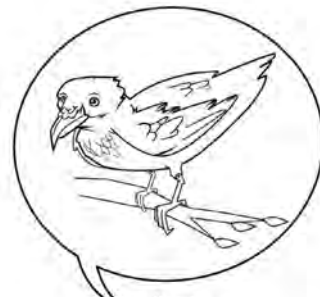
Caribou



Beluga



Cow



Raven



Lynx

$\triangleleft \cap^{\text{sb}}:$

ጋሎጽኤካሌ 14: ስለጥራት ማጥናትና ማረጋገጥ

- [illegible]

ᐃᓚᐱᓐ	ᐃᓚᐱᓐ ᐃᓚᐱᓐ ᐃᓚᐱᓐ
1.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
2.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
3.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
4.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
5.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
6.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
7.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
8.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
9.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
10.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
11.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ
12.	<input type="radio"/> ᐃ <input type="radio"/> ᐃᓐᓐ

Name: _____

Handout 14: Animal Seek and Find

1. Find all 12 animals that are hiding around the classroom!
2. Write the animal names in the spaces below.

Animal	Is this animal in my community?
1.	<input type="radio"/> YES <input type="radio"/> NO
2.	<input type="radio"/> YES <input type="radio"/> NO
3.	<input type="radio"/> YES <input type="radio"/> NO
4.	<input type="radio"/> YES <input type="radio"/> NO
5.	<input type="radio"/> YES <input type="radio"/> NO
6.	<input type="radio"/> YES <input type="radio"/> NO
7.	<input type="radio"/> YES <input type="radio"/> NO
8.	<input type="radio"/> YES <input type="radio"/> NO
9.	<input type="radio"/> YES <input type="radio"/> NO
10.	<input type="radio"/> YES <input type="radio"/> NO
11.	<input type="radio"/> YES <input type="radio"/> NO
12.	<input type="radio"/> YES <input type="radio"/> NO

Lesson Title	ᐃᑦᐱᐃᑦᑦᑦ 14: ᑦᐱᑦᑦ / Lesson 14: Qimmiit	Time	50 minutes
Learning Goal	Students will explore how qimmiit were essential to traditional Inuit life through their roles in transportation, hunting, and community safety. They will examine how qimmiit symbolized community well-being and analyze how changes in qimmiq use have influenced Inuit hunting practices from past to present.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Avatittinnik kamatsiarniq: respecting and caring for the land, animals, and the environment.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6, 1.C.7, 1.S.1, 1.S.2, 1.S.3, 1.S.5, 1.L.3, 1.L.6		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Talk about the role of dogs in their community now and long ago. Begin to make connections between qimmiit and the changes in how Inuit hunt. Actively participate while learning about hunting and qimmiit from books, videos, Elder visits, and group discussions. Identify how qimmiit contribute to a healthy community. <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p> <p><input type="checkbox"/> Use student work samples to check for understanding.</p>		
Materials	<ul style="list-style-type: none"> Book: ᐸᑦᑦᑦ ᐃᑦᑦᑦ ᐃᑦᑦᑦ ᐃᑦᑦᑦ ᐃᑦᑦᑦ ᐃᑦᑦᑦ / <i>Palluq and Inuluk Go Hunting with Their Ataata</i> by Jeela Palluq-Cloutier Computer with a projector ᑦᐱᑦᑦ 2: “ᑦᐱᑦᑦ” / Video 2: “Qimmiit” Blank drawing paper Students writing and colouring materials KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ᑦᐱᑦᑦᑦᑦ 15: ᑦᐱᑦᑦ / Handout 15: Qimmiit ᑦᐱᑦᑦᑦᑦ 7: ᐃᑦᑦᑦᑦᑦ ᑦᐱᑦᑦᑦ / Handout 7: Question and Answer (can be found in Lesson 4) ᑦᐱᑦᑦᑦᑦ 4: ᑦᐱᑦᑦᑦᑦ / Handout 4: Making a List (can be found in Lesson 3) ᑦᐱᑦᑦᑦᑦ 2: ᑦᐱᑦᑦᑦᑦᑦ ᑦᐱᑦᑦᑦᑦ / Handout 2: Draw and Write (can be found in Lesson 1) 		

1. Prepare **ᑕᓐᓴᓐᓴᓐ** 2: “ᓐᓴᓐᓴᓐ” / **Video 2:** “Qimmiit”.
2. Research vocal commands used for qimmiit in your community.
3. Prepare any extension activities you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Ask the following questions for group discussion:

၃၁၂ ၎်းပုၤတူၢ်သ့ၣ်နီၤ နီၤမံၤလဲၣ်နီၤမံၤ? ပုၤတူၢ်သ့ၣ်နီၤမံၤ / Who do you know that goes hunting? What do they hunt?

Read-Aloud (5 Minutes)

2. Read the book ᑕᓄᓄ ᐃᓄᓄᓄ ᐱᑖᑖᑖᑖ ᐱᓄᓄᓄᓄᓄᓄᓄᓄᓄᓄ / Palluq and Inuluk Go Hunting with Their Ataata to the class.

Whole-Group Discussion (10 Minutes)

3. Ask students the following questions:

ᐸᐸᐸᐸ ᐸᐸᐸᐸ, ᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ? / What did Palluq, Inuluk, and their ataata need for their hunt?

- ᐸᐸᐸᐸ, ᐸᐸᐸᐸ, ᐸᐸᐸᐸᐸᐸ, ᐸᐸᐸᐸᐸᐸ, ᐸᐸᐸᐸ, ᐸᐸ, ᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸ. / A tent, sleeping bags, mats, hunting gear, food, tea, and their ataata's *qamutiik*.

ᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ? / How did they travel to the floe edge?

- ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸ. / They rode on snowmobiles and the qamutiik.

ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ? / Have you ever gone hunting?

ᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸ ᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸᐸ? / What do you think hunting might have looked like long ago?

4. Have students find their tables. Tell them they will watch a video about qimmiit.

Video (10 Minutes)

5. Show ᐸᐸᐸᐸᐸ 2: “ᐸᐸᐸᐸ” / **Video 2:** “Qimmiit” to the class.
6. Part of the video contains a guided drawing of a qimmiit. Pause the video and distribute blank paper, pencils, and erasers. Make sure students give their qimmiq a name after the drawing lesson.

Whole-Group Discussion (10 Minutes)

7. Discuss information from the video. Talk about what dogs do in their community now and the role they played long ago. If you know any vocal commands used for qimmiit in your community, share them with the class.

Whole-Group Activity (5 Minutes)

8. Have students lay their pictures on their tables and do a gallery walk.

Reflection (5 Minutes)

9. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student suggestions to the *Learned* column (for example, qimmiit or hunting). Add any additional student suggestions to the *Still Want to Investigate* column.

- 140



◁ ∩⁵⁶:

ՉԺԺԿԵԿԵԿԵ 15: ԳՐԼԻՇ

[illegible][illegible]

የጋራ ጥራት ለማረጋገጥ

၎င်းတို့သည် နေပြည်တော်၊ ရန်ကုန်၊ မန္တလေး၊ မကွေး၊ ဟင်္သာတ၊ မြောက်ဧရာဝတီ၊

ⁿᵇ_ᵀᵃσᵇ ᵇᵇᵇᵇ

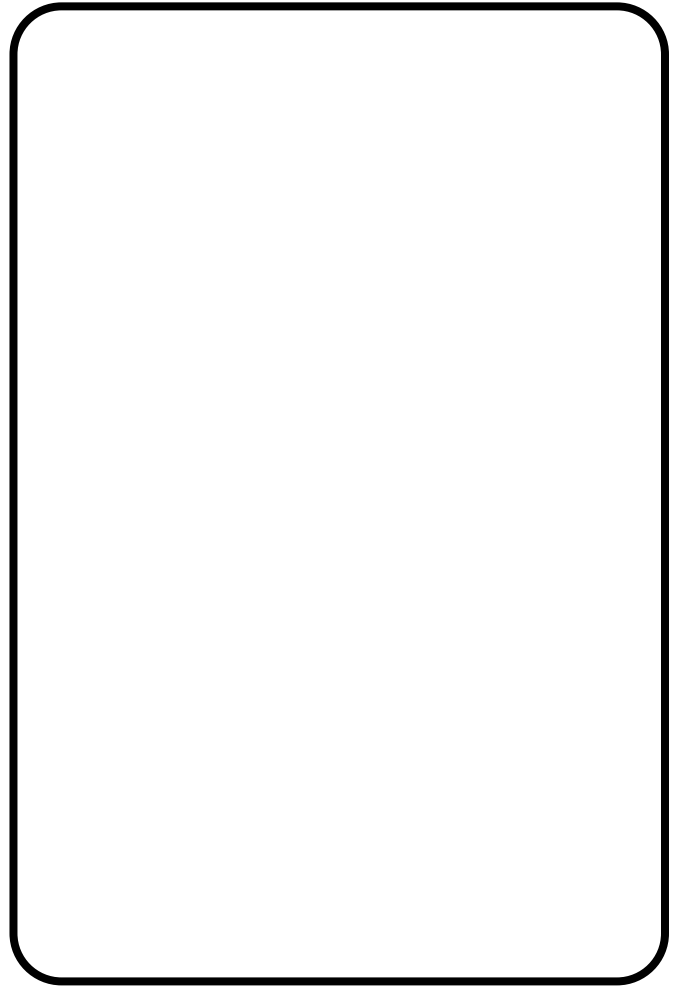
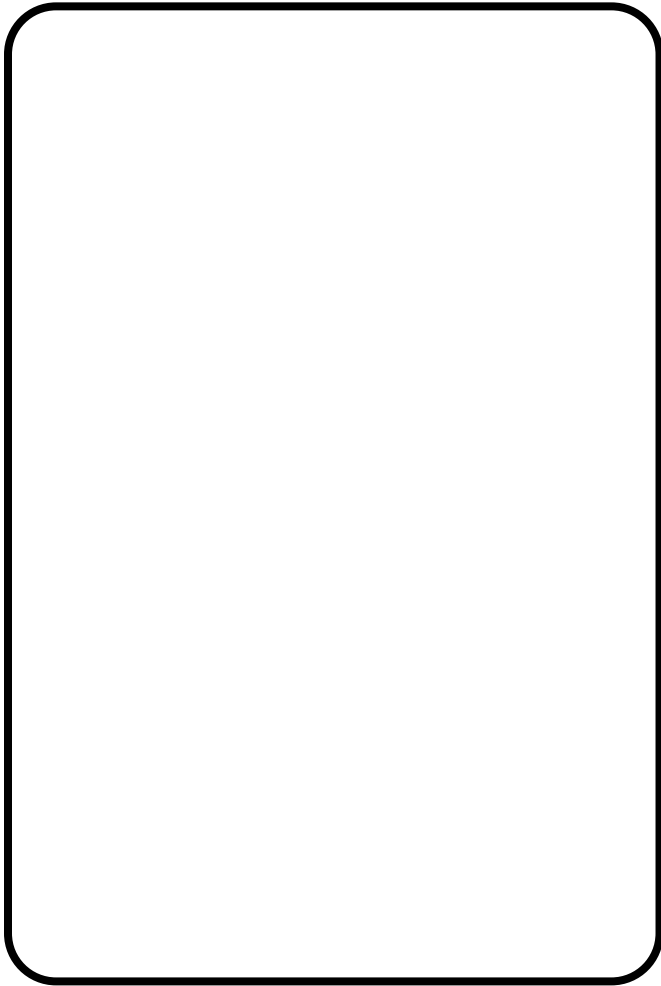
[illegible][illegible]

Λαμβάνονται

Name: _____

Handout 15: Qimmiit

Complete the sentences using the examples below or your own ideas.



Qimmiit can _____

_____.

Qimmiit can _____

_____.

pull a sled

race

help on a hunt

work on a team

Materials

- A computer with a projector
- **ᑕᑦᑲᑦᑲᑦ 3:** “ᓄᓇᑭᑦ ᐅᑦᑭᑦᑲᑦ ᐅᑦᑭᑦᑲᑦᑲᑦ!” / **Video 3:** “Happy Nunavut Day!”
- Chart paper
- Educator markers
- Student writing colouring materials
- Large size paper
- **ᐅᓇᑭᑦᑲᑦ 16:** ᓄᓇᑭᑦ ᐅᑦᑭᑦᑲᑦ ᐱᓄᓇᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦ / **Handout 16:** Nunavut Day Poster Checklist
- KWLS chart

Extension Activity Materials:

- **ᐅᓇᑭᑦᑲᑦ 2:** ᑲᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦ / **Handout 2:** Draw and Write (can be found in Lesson 1)
- **ᐅᓇᑭᑦᑲᑦ 8:** ᐅᑦᑲᑦᑲᑦ ᐱᓄᓇᑦᑲᑦᑲᑦ / **Handout 8:** A Star and a Wish (can be found in Lesson 5)
- **ᐅᓇᑭᑦᑲᑦ 7:** ᐱᓄᓇᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦ / **Handout 7:** Question and Answer (can be found in Lesson 4)

Consider inviting an Elder or community member to the class to tell stories of Nunavut Day and other celebrations.

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today’s lesson.



Reflection (5 Minutes)

11. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student suggestions to the *Learned* column (for example, celebrations). Add any additional student suggestions to the *Still Want to Investigate* column.

Consider having students complete ᐅᐱᓂᖅᓴᓴᖅ 8: ᐅᐱᓂᖅᓴᓴᖅ ᐱᐅᓂᖅᓴᓴᖅ / Handout 8: A Star and a Wish. This will help you understand what has worked well for students, what you may want to revisit, or what misunderstandings need to be cleared up.

Extension Activities:

1. Have students ask someone at home what they know about Nunavut Day. Use ᐅᐱᓂᖅᓴᓴᖅ 7: ᐱᐅᓂᖅᓴᓴᖅ ᐅᓴᓴᓴᓴᖅ / **Handout 7:** Question and Answer.
2. Have students ask someone at home about their favourite celebration. Use ᐅᐱᓂᖅᓴᓴᖅ 7: ᐱᐅᓂᖅᓴᓴᖅ ᐅᓴᓴᓴᓴᖅ / **Handout 7:** Question and Answer.
3. Have students write and draw about their favourite celebration. Use ᐅᐱᓂᖅᓴᓴᖅ 2: ᐱᐅᓂᖅᓴᓴᖅ ᐱᐅᓂᖅᓴᓴᖅ / **Handout 2:** Draw and Write.

$\triangleleft \cap^{\text{sb}}:$

ᐃᓄᓂᓐᓴᓴᓐ 16: ᓄᓇᐅᓐ ᐅᓐᓴᓴᓂ ᐱᓄᓇᓐᐅᐅᐅᐅᐅᐅ ᓂᓂᓐᐅᐅᐅᐅ

◁ ḥ: _____

മലയാളം പാഠശാസ്ത്രം

$\triangleleft \rho^a \underline{a}^{\gamma} \triangleright C^{\beta} \triangleright^c \quad \Delta L \Delta^c \triangleright^{\gamma} b^{\gamma} \triangleright^{\gamma} \dots$

- [illegible]

Δίνε: _____

മലയാളം മലയാളം മലയാളം

◁ ρ^a ⊂^q Γ ▷ C^q Δ L Δ^c ⊃^q b^q ⊃^q b^q

- ❑ ርዕሰ ጉዳዩ
- ❑ ምክር ቤቱ የጋራ ጥቅም ላይ የሚውል ነው
- ❑ ለጥቅም ላይ የሚውል ሆኖ ለሌሎች ጥቅም ሊያገለግል ይችላል
- ❑ በጥቅም ላይ የሚውል ሆኖ ለሌሎች ጥቅም ሊያገለግል ይችላል

◀ ᠨᠠᠨᠤ: _____

മലയാളം മലയാളം മലയാളം

$\triangleleft \rho^a \underline{q}^{\gamma} \triangleright C^{\beta} \triangleright^c \quad \Delta L \Delta^c \triangleright^{\gamma} b^{\gamma} \triangleright^{\gamma} \dots$

- ☐ ርዕሰ ሚኒስትር
- ☐ ፕሬዝዳንት የኢትዮጵያ ፌዴራላዊ ዲሞክራሲያዊ ሪፐብሊክ
- ☐ ርዕሰ ሚኒስትር የፌዴራል ሚኒስትሮች ሚኒስቴር
- ☐ ርዕሰ ሚኒስትር የፌዴራል ፖሊስ

◀ ḥ: _____

മലയാളം മലയാളം മലയാളം

$\triangleleft \rho^a \underline{a}^{\epsilon} \Gamma \triangleright C^{\circ} \triangleright^c \Delta L \Delta^c \supset^{\epsilon} b^{\epsilon} \supset^{\epsilon} b^{\epsilon} \dots$

- **ርልኮሮ**
- **ድህረ ፊል ማዕልሮችና ማረጋገጫ**
- **ርዕሰ ጉዳዮችና ማረጋገጫ ለሰራተኛው ፊል ማዕልሮችና ማረጋገጫ**
- **በጥናት ማረጋገጫ**

Name: _____

Handout 16: Nunavut Day Poster Checklist

Names: _____

Nunavut Day Poster

Our poster has....

- ☐ A title
- ☐ The date of the event
- ☐ Colourful pictures of things to do at the event
- ☐ Neat writing

Names: _____

Nunavut Day Poster

Our poster has....

- ☐ A title
- ☐ The date of the event
- ☐ Colourful pictures of things to do at the event
- ☐ Neat writing

Names: _____

Nunavut Day Poster

Our poster has....

- ☐ A title
- ☐ The date of the event
- ☐ Colourful pictures of things to do at the event
- ☐ Neat writing

Names: _____

Nunavut Day Poster

Our poster has....

- ☐ A title
- ☐ The date of the event
- ☐ Colourful pictures of things to do at the event
- ☐ Neat writing

Lesson Title	ᐃᑦᐱᐃᑦᐱᑦ 16: ᐅᑦᑲᑲᑦᑲᐅᐱᑦ / Lesson 16: Traditional Stories	Time	50 minutes
Learning Goal	Students will learn how unikkaaqtuat teach principles for living well together through stories like <i>The Owl and the Raven</i> . They will discover the role of unikkaaqtuat in passing down cultural wisdom and discuss how storytelling builds healthy communities.		
IQ Focus	Innuuqatigiitsiarniq: valuing diversity and recognizing each other's rights, needs, and responsibilities. Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.		
Curriculum Connection	Social Studies 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.S.1		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Explore the meaning of unikkaaqtuat. Actively participate while learning about traditional stories from videos, Elder visits, and group discussion. Identify traditional stories as a characteristic of a healthy community. <p><input type="checkbox"/> Use student work samples to check for understanding.</p> <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> A computer with a projector and access to the Internet ᑕᑦᐱᑲᑲᑦᐱᑦ 4 / Video 4: <i>The Owl and the Raven</i> (https://www.nfb.ca/film/owl_raven_eskimo_legend/) Chart paper Educator markers ᐅᑦᑲᑲᑦᐱᑦ 17: [ᐅᑲᐱᑦ ᐅᐱᑲᑦᐱᑦ] <i>The Owl and the Raven</i> / Handout 17: <i>The Owl and the Raven</i> Student writing and colouring materials KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> ᐅᑦᑲᑲᑦᐱᑦ 7: ᐱᐱᑦᐅᐱᑦ ᐱᑲᐱᑦᐱᑦ / Handout 7: Question and Answer (can be found in Lesson 4) ᐅᑦᑲᑲᑦᐱᑦ 2: ᐱᐱᑦᐱᑦᐱᑦ ᐱᐱᑦᐱᑦᐱᑦ / Handout 2: Draw and Write (can be found in Lesson 1) 		



Consider inviting an Elder to the classroom to tell a traditional story.

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

Preparation:

1. Prepare **ᑕᑦᓴᓴᓴᓴᓴᓴ 4** / **Video 4: The Owl and the Raven**.
2. Photocopy a class set of **ᑕᑦᓴᓴᓴᓴᓴᓴ 17: [ᑕᑦᓴᓴᓴᓴᓴᓴ] The Owl and the Raven** / **Handout 17: The Owl and the Raven**.

Steps:

Unikkaaqtuat have been passed down through generations for hundreds of years. They contain lessons that help people live well together. Sometimes the message is easy to understand, such as sharing with neighbours, and sometimes it takes deep thinking to find the meaning. It is important to tell and learn from traditional stories because it helps us learn from the past and explore Inuit values to live well together.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Tell students they are going to watch a traditional story. Explain that traditional stories contain important lessons that help people live well. Ask students to think about what lesson this traditional story is sharing.

Video (7 Minutes)

2. Show **ᑕᑦᓴᓴᓴᓴᓴᓴ 4** / **Video 4: The Owl and the Raven** to the class.

3. Ask the following questions:

- ᐅᑦᐱᑦ ᓃᓴᓄᓇ ᓂᓶᓴᓄᓚᐅᑦᑐᑦ ᐸᒥᐸᑦᑲᑦᕛᐸᓄᓇᓄᓚᓴᓴᓴ. / Owl and Raven played the bone game and painted each other.

[illegible]

- D^bA^b $\text{C}^{\text{e}}\text{A}^{\text{c}}\text{C}^{\text{f}} \text{D}^{\text{a}}\text{S}^{\text{f}}\text{J}^{\text{c}} \text{D}^{\text{a}} \text{S}^{\text{a}}\text{S}^{\text{b}}\text{D}^{\text{a}}$, $\text{A}^{\text{f}}\text{A}^{\text{c}}\text{L}^{\text{c}}\text{J}^{\text{a}}\text{b} \text{A}^{\text{f}}\text{C}^{\text{c}}\text{D}^{\text{a}}\text{D}^{\text{b}} \text{D}^{\text{a}}\text{S}^{\text{f}}\text{J}^{\text{c}}$. / Owl lost her patience and got mad at Raven, throwing the whole can of paint at him.

- ስሙን ይጻፉ ምናልባትም ጋራ ሆኖ የሚያውቅዎትልቸው ማንኛውንም ቃል ይጻፉ፡፡ / This story tells how Raven got his black feathers. It shows why we should be patient and respectful with others.

4. Ask students to find their tables and distribute **ᐃᓄᓂᔭᕐᕈᑦ** **17:** ᐅᖅᐱᖅ ᐅᓗᕐᕋᐅ] *The Owl and the Raven / Handout 17: The Owl and the Raven*. Students will write about and draw their favourite part of the traditional story.

Whole-Group Discussion (10 Minutes)

5. Gather students on the carpet and allow them to share their work.
6. Ask students the following questions:

ᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᐃᓕᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐ ᐃᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ.
ᐃᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐ ᐃᓕᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐ? /
Traditional stories help teach us lessons about living well together.
Can anyone think of another story that helps teach us a lesson?

ᓐᓂᓐᓂᓐ ᐱᓐᓂᓐᓂᓐ ᐅᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ? / Why is it important to tell
traditional stories?

Reflection (5 Minutes)

7. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student answers to the *Learned* column (such as unikkaaquat/ traditional stories). Add any additional student suggestions to the *Still Want to Investigate* column.

Extension Activities:

1. Have students ask an Elder or someone at home to tell them a traditional story. Use ᐅᓂᓐᓂᓐᓂᓐ 7: ᐃᓐᓂᓐᓂᓐ ᐅᓐᓂᓐᓂᓐ / **Handout 7:** Question and Answer.
2. Have students write or draw about another traditional story they know. Use ᐅᓂᓐᓂᓐᓂᓐ 2: ᐅᓐᓂᓐᓂᓐ ᐅᓐᓂᓐᓂᓐ / **Handout 2:** Draw and Write.

Δn^{sb} : _____

ܕܫܘܒ 17: [ܕܠܐ ܕܠܐ] *The Owl and the Raven*

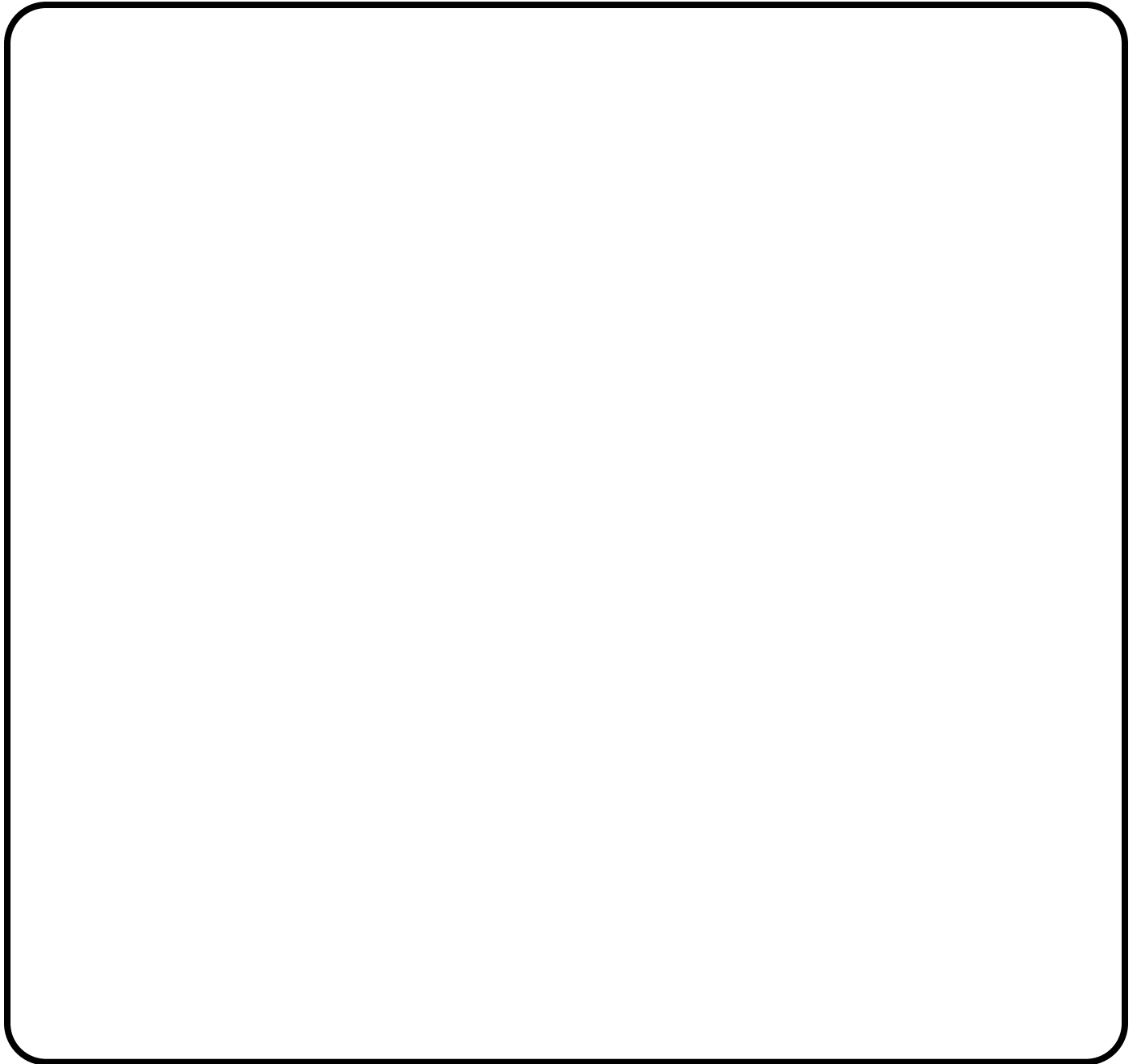
[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The paper has rounded corners and a thin black border around its edges. There are no markings, text, or drawings on the page.

በካህናታችሁ ስም ስለሚጻፍ ይጻፉ፡

Name: _____

Handout 17: *The Owl and the Raven*

Draw and write about your favourite part of *The Owl and the Raven*.



My favourite part of *The Owl and the Raven* was _____

Lesson Title	ᐃᑦᓴᐱᔪᑦ 17: ᓄᐸᑲᐅᑦ ᐅᑭᑖᑕ / Lesson 17: Stories in My Community	Time	35 minutes
Learning Goal	Students will read a story about Pond Inlet, a community in Nunavut. They will explore why it is important to share stories and how sharing stories strengthens community connections and cultural understanding.		
IQ Focus	Innuuqatigiitsiarniq: valuing diversity and recognizing each other's rights, needs, and responsibilities. Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.		
Curriculum Connection	Social Studies 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6, 1.S.1, 1.S.2, 1.S.3, 1.S.5		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> ▪ Explore a community story. ▪ Ask and answer questions about a community story. ▪ Actively participate while learning about a community story from a book, Elder visits, and group discussion. ▪ Identify sharing stories as a characteristic of a healthy community. <p><input type="checkbox"/> Use student work samples to check for understanding.</p> <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> ▪ Book: ᐸᑦᑎᒪᑕᑦᑐᐳᑦᑖ / <i>My Trip to Pond Inlet</i> by Solomon Awa <p>Extension Activity Materials:</p> <hr style="border-top: 1px dotted black;"/> <ul style="list-style-type: none"> ▪ Student writing and colouring materials ▪ ᐅᐱᑭᑖᑕᑦᑖ 2: ᑎᑎᑦᑖᑕᑦᑖᑦ ᑎᑎᑦᑖᑦᑖᑖ / Handout 2: Draw and Write (can be found in Lesson 1) ▪ ᐅᐱᑭᑖᑕᑦᑖ 7: ᐋᐻᑦᑖᑎᑦ ᑲᙵᑎᑦᑖᑖ / Handout 7: Question and Answer (can be found in Lesson 4) 		



If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

Preparation:

1. Prepare any extension activity materials you are using.

Steps:

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Tell students they will be listening to a story that takes place in a community in Nunavut. Ask if anyone has heard of or visited Pond Inlet.

Read-Aloud (10 Minutes)

- 2.** Read the story ᱦᱚᱴᱷᱟ ᱡᱮᱢᱵᱽ / My Trip to Pond Inlet to the class.

Whole-Group Discussion (15 Minutes)

3. Ask students the following questions:

سولمان کجائے / Where did Solomon live?

- ႁᄃᅇ ႉᆯᆫᅀ / Solomon lived in Qaungnaq.

ᄃᄃᄃᄃ ᄃᄃᄃᄃ ᄃᄃᄃᄃ? / How did Solomon get hurt?

- ሲጋታ ፊትሆኖ ደንብሎ ለመጋለጥናበሽዳው ስለነሱም ነገር ስለሚባል ርሞህ
የነጻነት ትእዛዝ / Solomon tripped while he was playing with his sister. He
fell toward the qulliq and the cooking pot. His arm landed right in the boiling hot
water.

ረገዱ ሆኖ ለጥያቄው ምረቃ / Where did Solomon go to get help?

Someone's **atig** is their namesake. It is a traditional Inuit practice to name children after someone (often one who is deceased). It is commonly believed that the child becomes that person. For example, a child may be referred to as Anaana (mother) if he or she is named after that person's mother. Note that the names are not gender specific; a boy can be named after a woman, and a girl can be named after a man. Students and educators need to know that this remains a strong part of Inuit culture despite the missionaries' efforts to forcefully give children Christian names and the government assigning identification numbers to Inuit between the 1940s and 1970s, later asking Inuit to take on a surname.

1. Cut cardstock into approximately 11" x 4" strips. Fold the strip on the long edge to form a tent shape. Make one for each student.
2. If you are non-Inuk, ask an Inuk staff member to join your class to share stories about their names.
3. Prepare any extension activity materials you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students in a circle on the carpet. Ask students to go around the circle and share their names one by one.
2. Tell students they are going to learn about traditional Inuit naming practices.

Read-Aloud (10 Minutes)

- 3.** Read ‘ᑲᓄᑦ ᐱᑎᑦᑲᑦᐱ? ᐅᑦᑲᑕᒫᒪᑦ ᐃᓄᐃᑦ ᐱᑕᑎᑦᔭᔭᔭᑦᑎᓂᑦ / What Is Your Name? A Book About Inuit Naming Practices to the class.

Whole-Group Discussion (10 Minutes)

4. Ask students the following question:

ᖃᓄᖃ ᐃᑦᑎᓐᑦᖃᐱᑦ ᐃᓄᐃᑦ ᐸᑦᑎᖅᐱᖅᑦᑦ? / What did you learn about traditional Inuit naming practices?

5. Share your name and any stories with students. If you are a non-Inuk, ask an Inuk staff member to join your class to share about their names too.
6. Ask students to share what they know about their names.
7. Have students find their tables and hand out the folded cardstock.

Independent Work (15 Minutes)

8. Tell students they will create a name plaque by writing their name on one side and drawing anything they know about their name on the other side. When they are done, they can keep their plaque at their table spot.

Reflection (5 Minutes)

9. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student suggestions to the *Learned* column (for example, sharing and learning about name stories). Add any additional student suggestions to the *Still Want to Investigate* column.

Extension Activities:

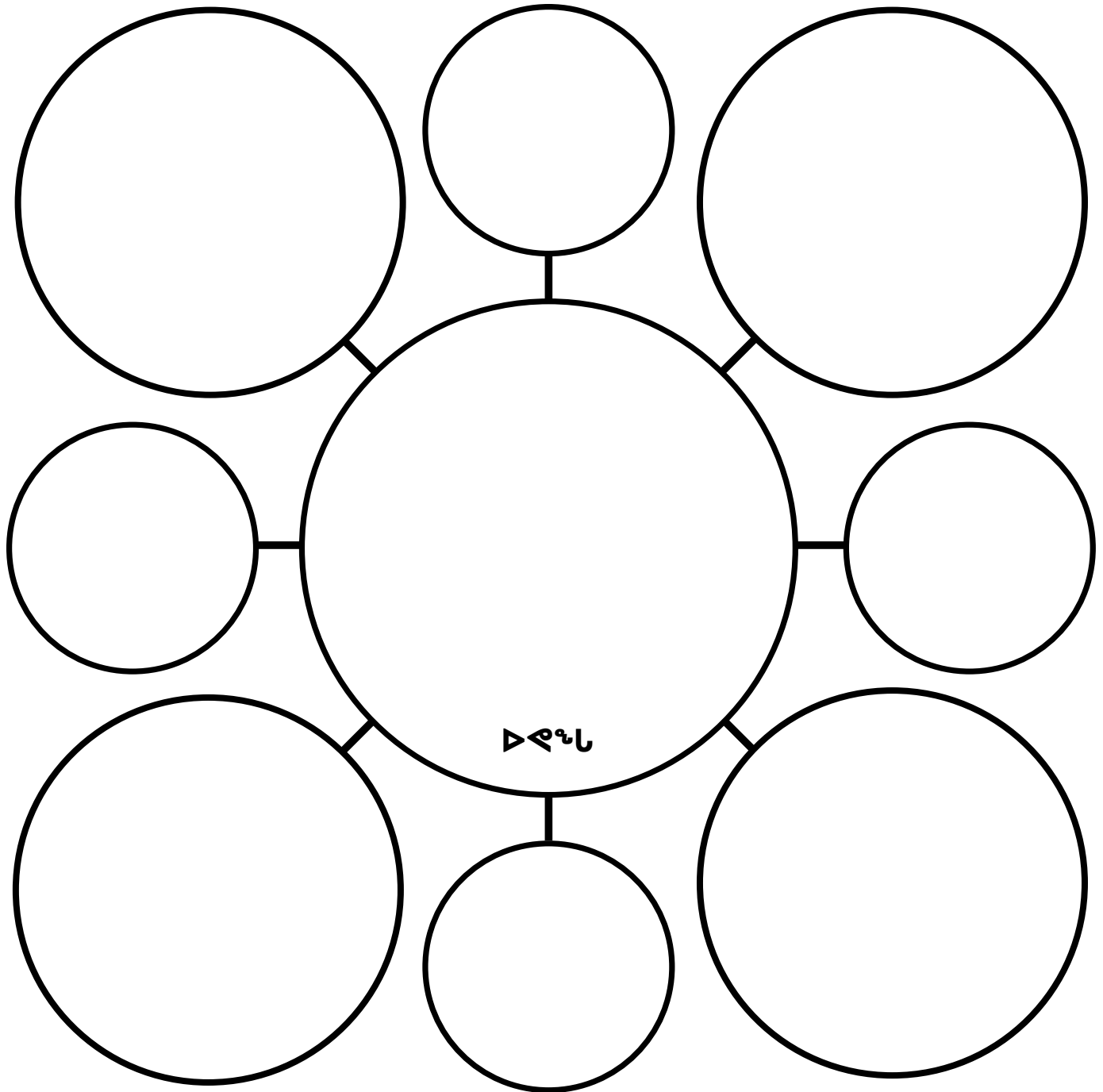
1. Have students write all the different names they have. For example, their Inuktitut name, English name, last name, nickname, or other kinship terms that people may call them by. Use **ᐃᓄᓂᓴᓴᓴᓴ 18: ᐅᓄᓴᓴ / Handout 18: Uvanga.**
2. Have students ask someone at home about their name story. Use **ᐃᓄᓂᓴᓴᓴᓴ 7: ᐃᓴᓴᓴᓴᓴᓴ ᐃᓴᓴᓴᓴᓴᓴ / Handout 7: Question and Answer.**

Վրժի: _____

ՉԺՏԻԿԼԵՑ 18: ԾԲԵՆ

ՎԵԼՉՐԻՑ ՎՃԻՐԸ ՇՃԵԾՆԵՐԿԵՐԸ:

ՎԵԼՉՐԻՑ ՎՃԵՂՐԸ ԴՔՔՄՍՎԵՐԵԼԸ ՎԵՐՎՅՆԵՐԿԵՐԸ:

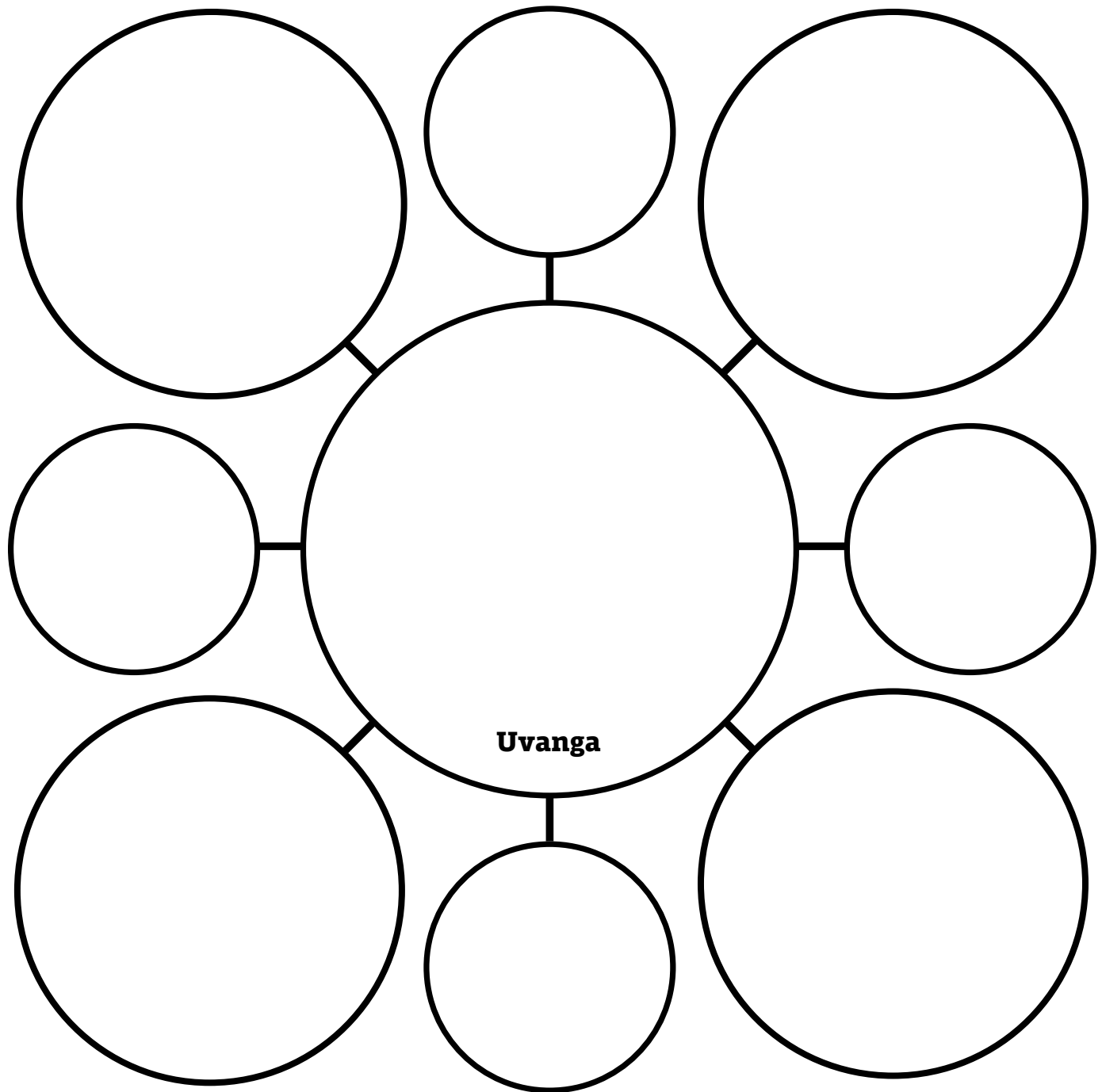


Name: _____

Handout 18: Uvanga

Use the circles to write all the different names you are called.

Use some circles to draw pictures of yourself or other people you are named after.



Lesson Title	ᐃᐅᐅᐅᐅᐅ 19: ᐃᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅ / Lesson 19: Connections in My Community	Time	45 minutes
Learning Goal	Students will examine how relationships and connections support community well-being. They will explore their own role in these networks and learn how strong connections build healthy communities.		
IQ Focus	<p>Inuuqatigiitsiarniq: respecting others, relationships, and caring for people.</p> <p>Tunnganarniq: fostering good spirit by being open, welcoming, and inclusive.</p> <p>Piliriqatigiinni: working together for a common cause.</p>		
Curriculum Connection	<p>Social Studies</p> <p>1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.5, 1.C.6</p>		
Assessment Opportunities	<p><input type="checkbox"/> Take anecdotal notes of students' abilities to:</p> <ul style="list-style-type: none"> Explore the different connections they have to others in their community. Identify being connected to people in their community as a part of a healthy community. <p><input type="checkbox"/> Make note of student suggestions on the KWLS chart.</p>		
Materials	<ul style="list-style-type: none"> Book: ᐃᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅ / <i>The Birthday Scavenger Hunt</i> by Jenna Bailey-Sirko Chart paper Educator markers Ball of yarn Balloon KWLS chart <p>Extension Activity Materials:</p> <ul style="list-style-type: none"> Student writing and colour materials ᐅᐅᐅᐅᐅᐅ 19: ᐃᐅᐅᐅᐅᐅᐅᐅ / Handout 19: My Connections ᐅᐅᐅᐅᐅᐅ 2: ᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅ / Handout 2: Draw and Write (can be found in Lesson 1) 		



1. Prepare chart paper by recreating the web from **Handout 19: My Connections**. Write *Papatsie* in the middle.
2. Inflate the balloon.
3. Prepare any extension activity materials you are using.

Introduction (5 Minutes)

1. Begin the lesson by gathering students on the carpet. Tell students they will listen to a story about a birthday party. Ask them to listen for the people who came to the birthday party as you read.

Read-Aloud (10 Minutes)

- 2.** Read ΔϑϙⱥⱦⱧⱨⱩ ϑσⱪⱫⱬⱭ / *The Birthday Scavenger Hunt* to the class.

Whole-Group Discussion (5 Minutes)

- Show students the chart paper and web you prepared. Ask students to name the people who came to Papatsie's birthday party. As students provide answers, record each name in a different circle of the web.
 - <<ᑭᐅᓂ ᐱᕙᕋᔪ, ᐱᕈᕋᔪ, ᐱᖃᕆᐊᒃᕋᔪ ᐱᖁᑦ, ᐱᖃᔪ ᑭᐅᓂ, ᐱᖃᐸᔪᔪ, ᐱᕋᔪᔪᑦ, ᐱᕋᔪᔪᑦ ᐱᖃᕆᐊᒃᕋᔪᑦ ᕇᑦᐅᕆᖃᑭᐅᓂᕋᔪᔪᕐᑐᐱᕆᑦ. / Papatsie's ataata, anaana, best friend Ashley, Aunt Sarah, friend Mary, uncles, aunts, and other friends came to her birthday party.
- Tell students that we can use this web to see the people Papatsie is connected to in her community. People you are connected to can be your family, friends, or other community members.

Whole-Group Activity (15 Minutes)

5. Have students stand in a circle. Ask them to close their eyes and think of someone they are connected to.
6. Share who you are connected to while holding the ball of yarn. Toss the ball of yarn to a student while holding the tail of the yarn. That student will share their answer, hold onto part of the yarn, and toss the ball of yarn to another student to share. Repeat the process until everyone in the class has shared and a web has been created. Do a second round if there are not many students in the class or if there are large holes in the web.

As an alternative to tossing and catching, students can role the ball of yarn to each other.

7. Place the balloon on top of the web. See how many times the group can bounce the balloon without dropping it. Put the balloon to the side. Have students tug on different parts of the yarn to show how strong their web is. Put the yarn to the side.

Whole-Group Discussion (5 Minutes)

8. Ask students the following questions:

ፍጹህ ፍጹም ለማረጋገጥ ምን ዓይነት ስራዎችን አድርግን? / How did we make sure the balloon didn't drop?

ፍጹሙ ለማረጋገጥ ምን ዓይነት ስራዎችን አድርግን? / What would happen if someone let go of their yarn or wasn't working with the group?

ሁሉንም አባላት ለማረጋገጥ ምን ዓይነት ስራዎችን አድርግን? / Think about everything we have learned about a healthy community. How is the strong web like a healthy community?

- ሁሉንም አባላት ለማረጋገጥ ምን ዓይነት ስራዎችን አድርግን? / All the members of a community need to help each other, work together, and be responsible, or our community can't work, just like our web. The more connected we are, the healthier our community will be.



Consider having students bounce the balloon with large holes in the web or before everyone has shared. Then try again when connections are made. Highlight the importance of having many connections and having everyone feel connected for the balloon to bounce properly.

Reflection (5 Minutes)

9. Refer to the guiding question on the KWLS chart: *What makes a healthy community?* Add student suggestions to the *Learned* column (for example, feeling connected to others). Add any additional student suggestions to the *Still Want to Investigate* column.

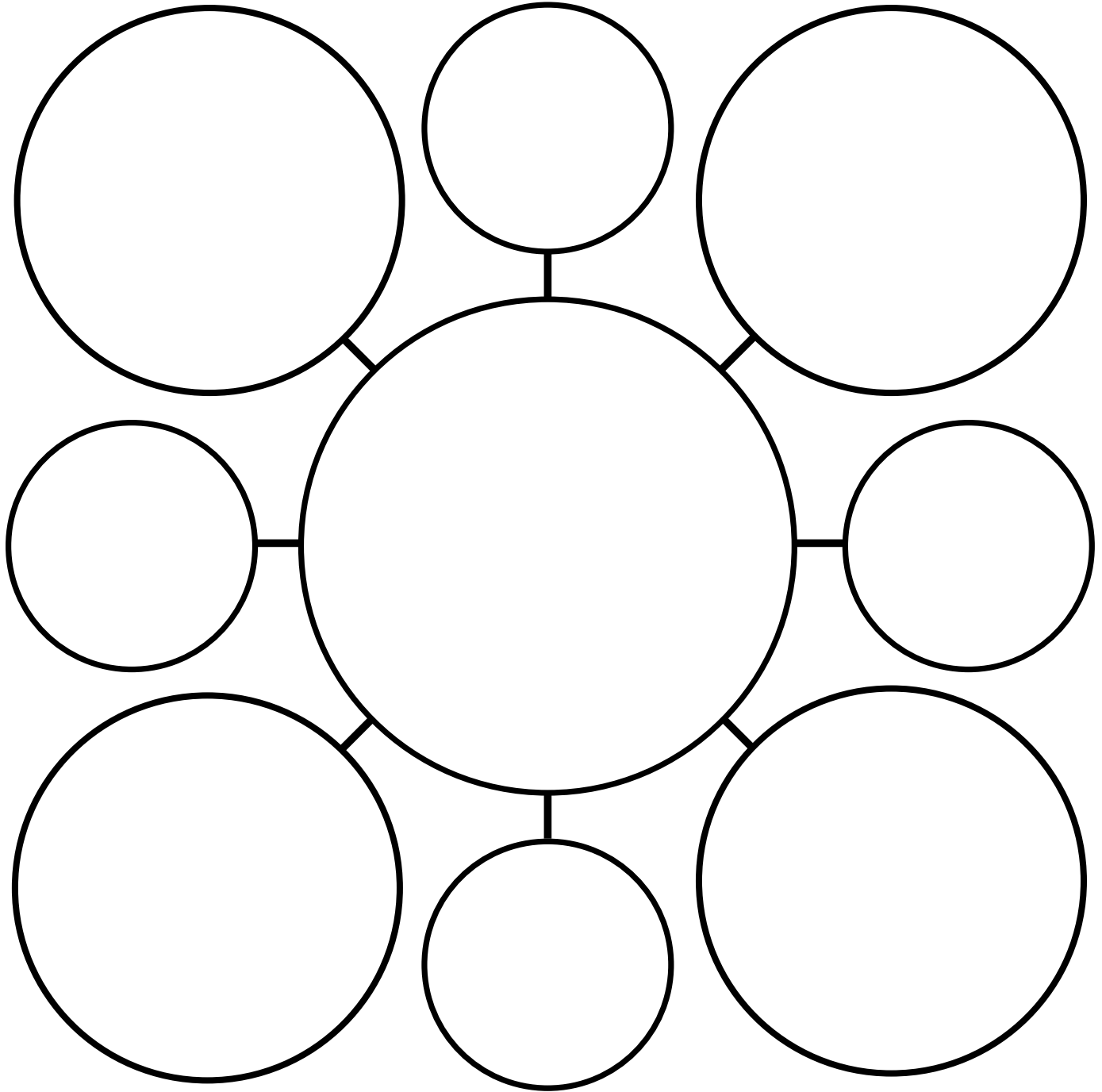
Extension Activities:

1. Have students explore the people they feel connected to by creating a web of their own. Use ᐃᓐᓂᓐᓴᓴᓐᓂ 19: ᐱᓐᐃᓐᓴᓴᓐᓂ / Handout 19: My Connections.
2. Have students write and draw about how it feels to be connected to someone. Use ᐃᓐᓂᓐᓴᓴᓐᓂ 2: ᐱᐱᓐᓴᓴᓐᓂ ᐱᐱᓐᓴᓴᓐᓂ / Handout 2: Draw and Write.
3. Have students make a necklace showing their connection to others by writing names of people they are connected to on strips of paper and folding and gluing the paper into chain links.

ᐊᑎᖃ: _____

ᐅᓂᓂᖃᑲᑲᑦ 19: ᐊᓃᐅᐊᖃᑎᓃᓂ

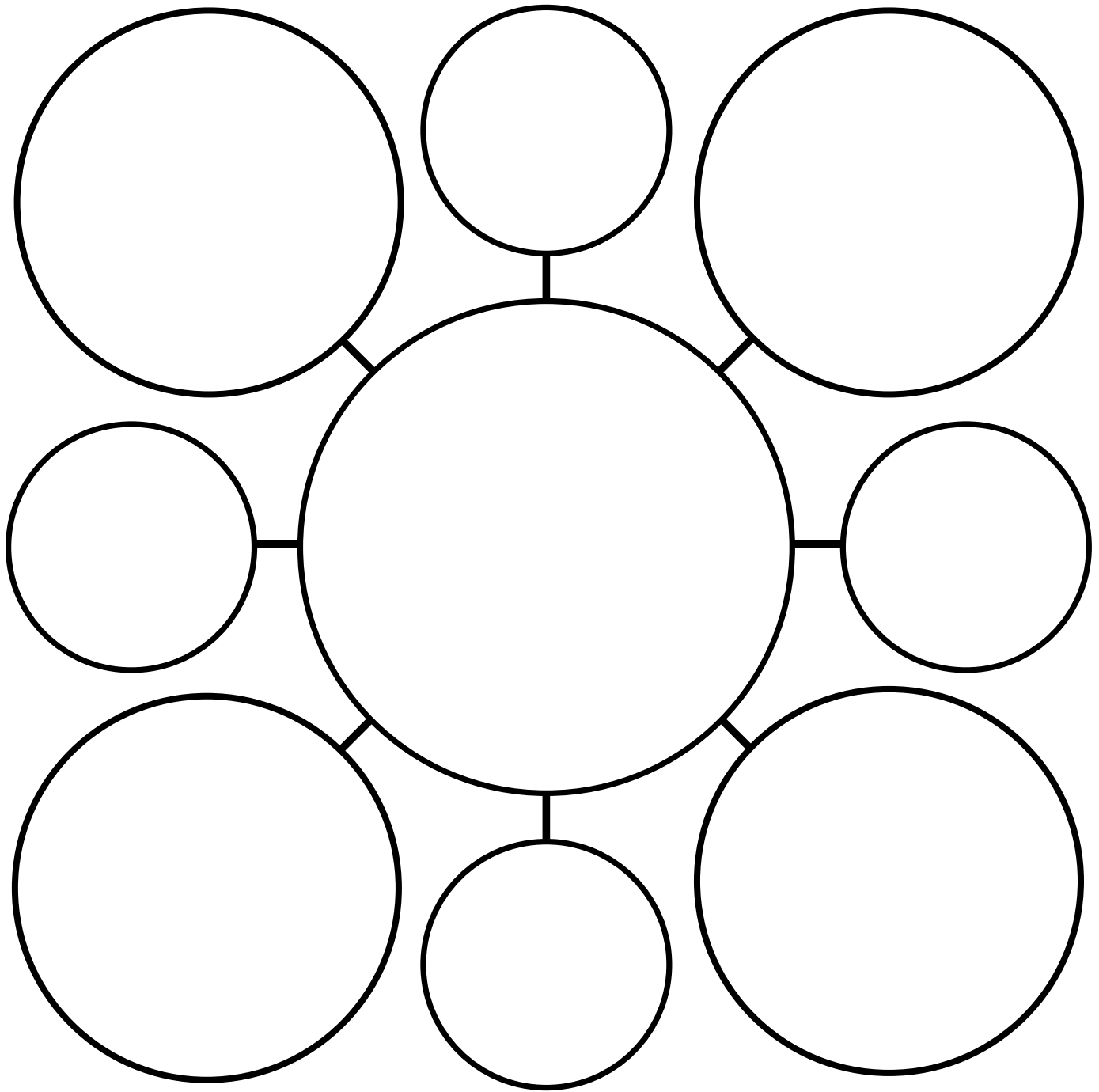
ᐊᑎᓕᐅᑲᑦ ᐊᑲᑲᐅᐊᑦ ᖃᑎᐊᑲᑦ. ᐊᑲᑲᑦ ᐊᑲᑲᐅᐊᑦ ᐊᑎᓕᐅᖅᐅᑲᑲᑦ ᑎᑎᖃᑲᑲᖅᐅᑲᑲᑦ ᐅᓂᓂᖅ ᐊᓃᐅᐊᖃᑎᓃᓂᖅ.



Name: _____

Handout 19: My Connections

Write your name in the centre circle. Fill in the other circles with names or drawings of people you are connected to.



Lesson Title	ᐃᑦᓴᐱᕐᔪᑦ 20: ᐃᑦᐸᕐᓴᕐᓴᕐᓴᕐᓴᕐ / Lesson 20: My Healthy Community	Time	45 minutes
Learning Goal	Students will review what they have learned about a healthy community. They will create a puzzle showing different ways their community is healthy.		
IQ Focus	Inuuqatigiitsiarniq: respecting others, relationships, and caring for people. Aajiiqatigiinni: decision-making through discussion and consensus. Pilimmaksarniq: development of skills through observation, mentoring, practice, and effort.		
Curriculum Connection	Social Studies This activity is an opportunity to review all Learning Outcomes explored in this unit.		
Assessment Opportunities	<input type="checkbox"/> Take anecdotal notes of students' abilities to: <ul style="list-style-type: none"> ▪ Share ideas about what makes a healthy community. <input type="checkbox"/> Use Handout 21: My Healthy Community Puzzle Rubric to assess student work samples. <input type="checkbox"/> Use the student reflection sheet to check for understanding.		
Materials	<ul style="list-style-type: none"> ▪ Chart paper ▪ Educator markers ▪ KWLS chart ▪ Student writing and colouring materials ▪ ᐃᑦᓴᕐᓴᕐᓴᕐᓴᕐᓴᕐ 20: ᐃᑦᓴᕐᓴᕐᓴᕐᓴᕐᓴᕐᓴᕐ ᐸᕐᓴᕐᓴᕐᓴᕐᓴᕐ / Handout 20: My Healthy Community Puzzle ▪ Handout 21: My Healthy Community Puzzle Rubric ▪ ᐃᑦᓴᕐᓴᕐᓴᕐᓴᕐᓴᕐ 8: ᐅᑦᓴᕐᓴᕐᓴᕐᓴᕐᓴᕐᓴᕐ / Handout 8: A Star and a Wish (can be found in Lesson 5) 		



Invite Elders or community members into your classroom for tea and bannock. Students can share their puzzles and talk about what makes a healthy community.

If students participated in extension activities in the previous lesson, ask them to share what they discussed or created before you begin today's lesson.

Preparation:

1. Photocopy a class set of **ᐅᓂᓂᓴᓴᓴᓴ 20: ᐃᓯᐸᓴᓴᓴᓴ ᓄᓇᓴ ᐸᓴᓴᓴᓴᓴᓴ / Handout 20: My Healthy Community Puzzle** and **Handout 21: My Healthy Community Puzzle Rubric**.
2. Photocopy a class set of **ᐅᓂᓂᓴᓴᓴᓴ 8: ᐅᓴᓴᓴᓴᓴ ᓂᓴᐅᓴᓴᓴᓴ / Handout 8: A Star and a Wish** if you will be using it.

Steps:

Introduction (15 Minutes)

1. Gather students on the carpet and tell them they will be doing a final task for this unit. It will be one way to show what they learned.
2. Show students the KWLS chart. Read the ideas in the *Learned* column and discuss. Compare the *Learned* column to the *Know* column.
3. Allow time for students to read and add to the *Still Want to Investigate* column.
4. Distribute **ᐅᓂᓂᓴᓴᓴᓴ 20: ᐃᓯᐸᓴᓴᓴᓴ ᓄᓇᓴ ᐸᓴᓴᓴᓴᓴᓴ / Handout 20: My Healthy Community Puzzle**. Tell students they will be drawing one picture on each of the puzzle pieces. Each picture will represent one way they think their community is healthy.
5. Allow students to use the KWLS chart and any work they completed throughout the unit to help them create their puzzle.

Independent Work (15 Minutes)

- 6.** Have students find their tables and work on their puzzles. Help students cut out their puzzle pieces once they finish drawing.

Consider gluing the My Healthy Community Puzzle template to a piece of construction paper before cutting it out.

Whole-Group Activity (15 Minutes)

7. Allow time for students to share their puzzles with others to celebrate everyone's ideas. Ask students to put their puzzle together for you while explaining what they chose to draw for each piece.

Consider having students complete ᠳᠠᠰᠤᠨᠭᠡᠢᠵᠦᠨ 8: ᠮᠣᠩᠭ᠋ᠣᠨ ᠠᠷᠠᠭ᠎ᠠ / Handout 8: A Star and a Wish. This will help you understand what has worked well for students and what misunderstandings need to be cleared up.

Extension Activities:

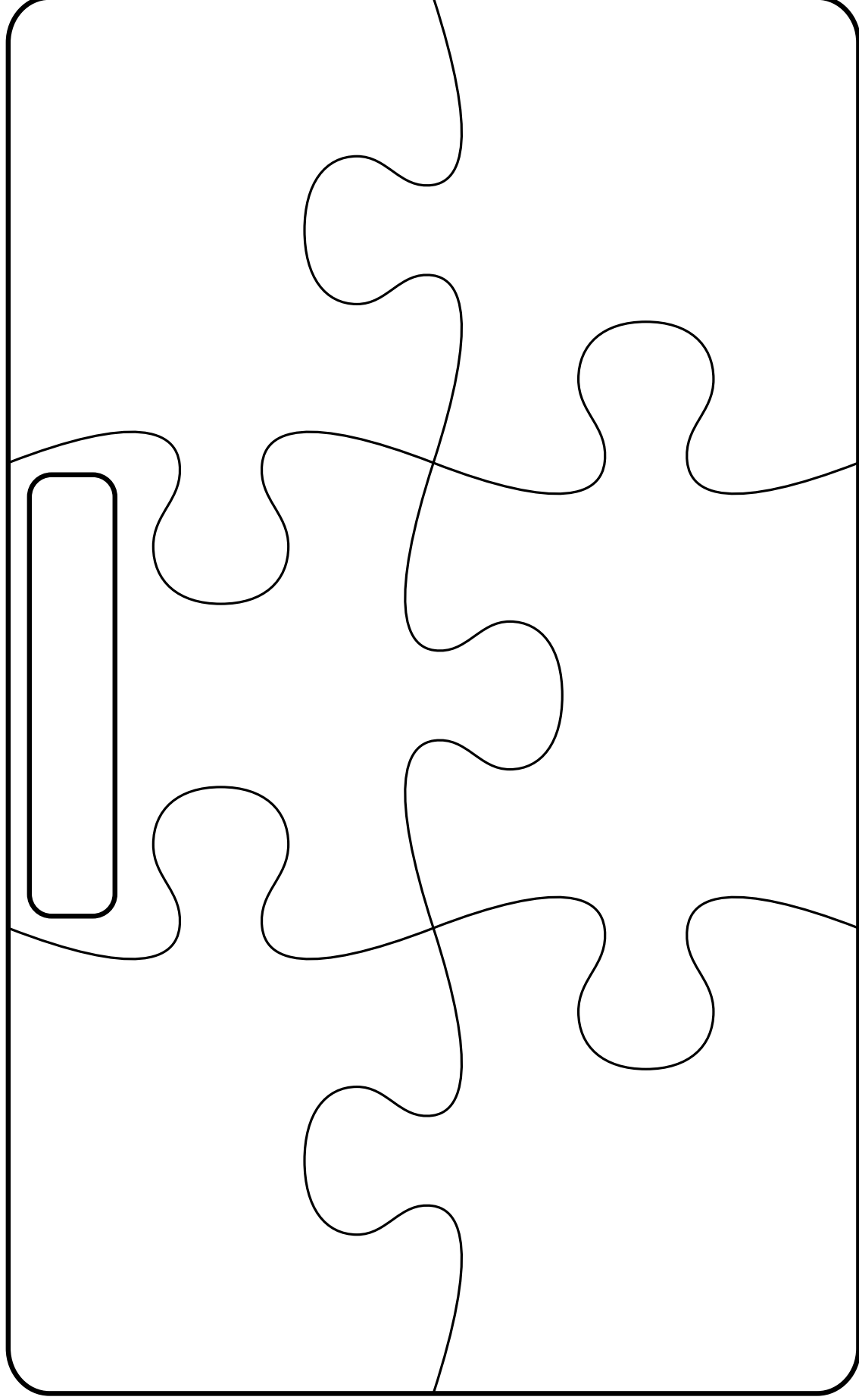
1. Ask an educator of a different grade to have their students visit your class. Your students can share their puzzles and ask older students what they think a healthy community means.



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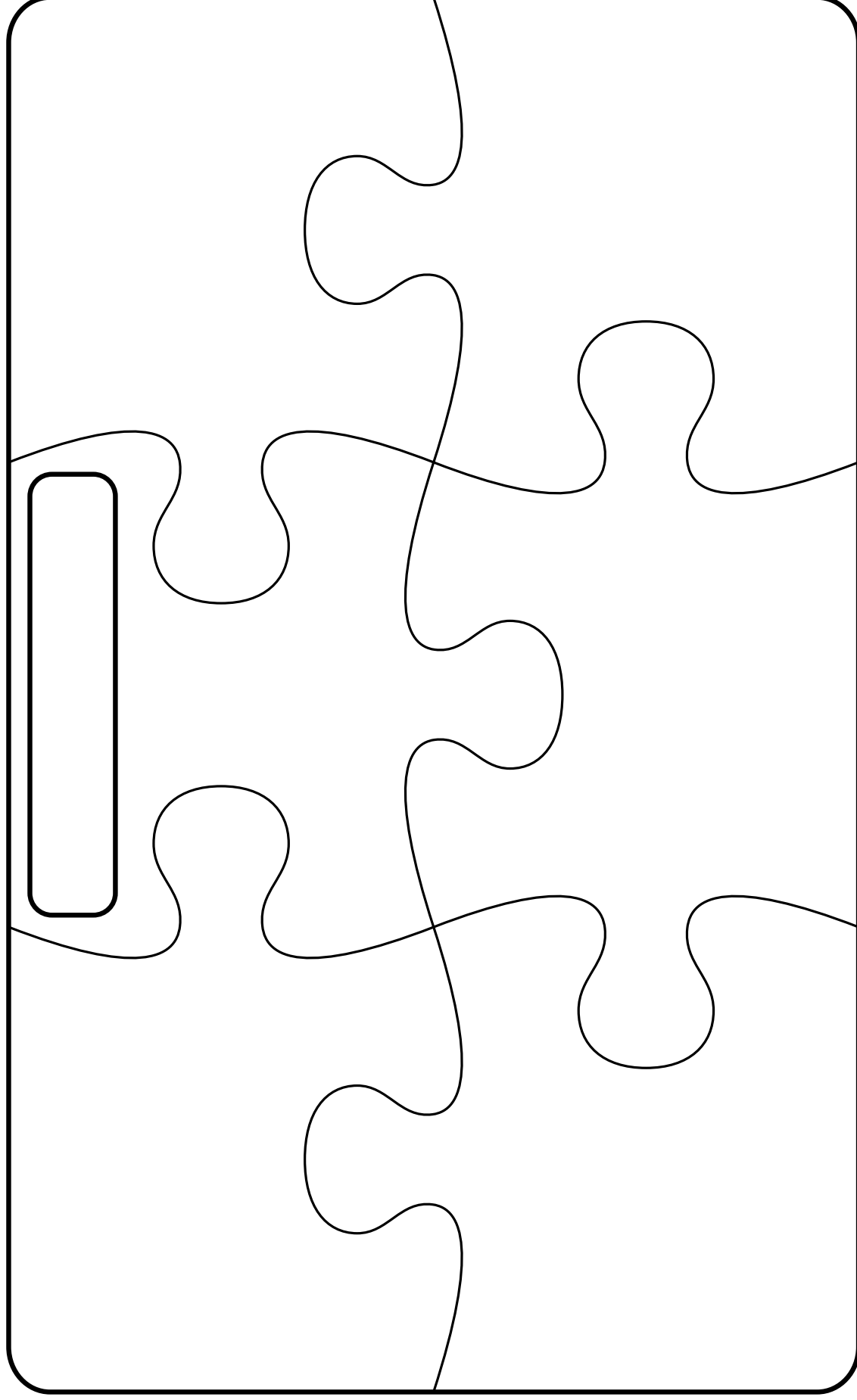
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Handout 20: My Healthy Community Puzzle

Name: _____

1. Write your community's name in the rectangle.
2. Draw something that makes your community healthy on each puzzle piece.



Handout 21: My Healthy Community Puzzle Rubric

Student Name: _____ Date: _____

Developed	<ul style="list-style-type: none"> <input type="checkbox"/> The student identifies five or six characteristics of a healthy community independently or with minimal support. <input type="checkbox"/> The student discusses examples of characteristics of a healthy community learned throughout the unit with little to no prompting. <input type="checkbox"/> The student uses appropriate illustrations or words to communicate their ideas.
Developing	<ul style="list-style-type: none"> <input type="checkbox"/> The student identifies less than five characteristics of a healthy community or requires direct support to do so. <input type="checkbox"/> The student requires support to recall examples of characteristics of a healthy community learned throughout the unit. <input type="checkbox"/> The student uses some appropriate illustrations or words to communicate their ideas.
Needs Support	<ul style="list-style-type: none"> <input type="checkbox"/> The student cannot identify characteristics of a healthy community or requires direct and sustained support to do so. <input type="checkbox"/> The student cannot recall examples of characteristics of a healthy community learned throughout the unit. <input type="checkbox"/> The student does not use appropriate illustrations or words to communicate their ideas.
Additional Notes	

