ᐃᓅᑦᓯᐊᕐᓂᖅ
INUUTSIARNIQ
EXTENSION ACTIVITIES

INUKTITUT

Level 11: ᐃᓚᒃᑲ ᓂᖅᑎᐅᖅᑲᑎᒋᓪᓗᒋᑦ (Cooking for My Family)

- Activity worksheet: ᓂᕆᓂᐊᖅᑕᕗᑦ? (Our Meal)
- Activity worksheet: ᓂᕿᓕᐊᕗᑦ ᓂᕆᔭᒃᓴᖅ (Making Our Meal)

ICON LEGEND

TEACHER SCRIPT
INDIVIDUAL ACTIVITY
IMPORTANT INFORMATION
CLASS DISCUSSION
PAIRS/SMALL GROUP ACTIVITY
LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in Inuktitut to help you guide your lessons. The English extension activities are also available for download.

LEVEL 11

EXTENSION ACTIVITY

BOOK TITLE
ᐃᓚᒃᑲ ᓂᖅᑎᐅᖅᑲᑎᒋᑦᑐᒋᑦ
Cooking for My Family

TOPIC
Nutrition and Life Skills

LENGTH
1 Lesson (1 Hour)

Essential Question

How can we include the four food groups in a healthy meal?

LESSON OVERVIEW

In this lesson, the teacher and students will explore how to plan, prepare, and cook a healthy meal based on the four food groups.

REQUIRED MATERIALS

- Book: *ᐃᓚᒃᑲ ᓂᖅᑎᐅᖅᑲᑎᒋᑦᑐᒋᑦ (Cooking for My Family)*
- Nunavut Food Guide
- Paper and writing utensils
- Activity worksheet: **ᓂᕆᓂᐊᖅᑕᕗᑦ (Our Meal)**
- **ᓂᕿᓕᐊᕗᑦ ᓂᕆᔭᒃᓴᖅ (Making Our Meal)** activity worksheet

LEARNING ACTIVITIES

Class discussion before the reading about food the students like.

Class discussion about the book.

Planning a meal.

Completion of the **ᓂᕆᓂᐊᖅᑕᕗᑦ (Our Meal)** and **ᓂᕿᓕᐊᕗᑦ ᓂᕆᔭᒃᓴᖅ (Making Our Meal)** activity worksheets.

LEARNING CONNECTION

The students will learn about the four food groups, and think about what makes up a healthy meal and different ways to cook food. This builds on their understanding of the book *Cooking for My Family* (*ᐃᓚᒃᑲ ᓂᖅᑎᐅᖅᑲᑎᒋᑦᑐᒋᑦ*). Through a class discussion and then in small groups, students will begin to understand the steps that go into planning and preparing healthy meals.

READING VOCABULARY

ᓵᓚᓴ, ᓂᖅᑎᐅᖅᑎᒻᒪᕆᒃ, ᓂᕿ ᐊᒡᒍᖅᓯᒪᔪᑦ, ᐱᕈᖅᑐᕕᓃᑦ, ᓯᐊᓗᕆ, ᐅᑲᓕᐅᑉ ᓂᕿᖕᒐ, ᐸᐸ, ᓂᐊᖁᖖᒍᐊᖅ, ᐃᓯᕆᐅᑕᐅᔭᖅ, ᓴᐳᖃᐅᑦᓴ, ᒑᖅᓕᒃ, ᕿᔪᑯᑖᒃ ᓂᕆᔅᔪᑏᒃ, ᑎᒥᒧᑦ ᐋᑰᑎᓃᑦ
(apron, chef, stir-fry, produce, celery, carrot, pepper, cabbage, mushroom sprouts, strainer, garlic, chopsticks, nutrition)

PRE-LESSON PREPARATION

1. Photocopy **Our Meal (ᓂᕆᓂᐊᖅᑕᕗᑦ)** and **Making Our Meal (ᓂᕿᓕᐊᕗᑦ ᓂᕆᔭᒃᓴᖅ)** activity worksheets for each student group in your class, as needed.
2. Print out several copies of the Nunavut Food Guide. This food guide is available online here: www.livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide. If you are not able to print out this guide, review it online yourself so you can answer any questions students might have about it.
3. In Step 4, you will read a list of food items to the students and they will decide which food group these items belong to. If you would like to add more food items to this list, you can do this before the lesson.

COOKING FOR MY FAMILY

1. Before reading the book, invite the students to talk about their favourite meals and how to know if a meal is healthy. Give students a chance to respond to each question.

   “ᓱᓇᓂᒃ ᓂᕆᕙᒃᑕᕐᓂᒃ ᐱᐅᒥᓛᑦᑎᐊᖃᖅᐱᑦ? ᓱᖕᒪᑦ ᐱᐅᒥᓛᕆᕙᒋᑦ ᓂᕆᔭᒃᓴᓂᑦ? ᖃᓄᖅ ᖃᐅᔨᓐᓇᖅᐱᑦ ᓂᕆᔭᒃᓴᑦ ᑎᒥᕐᓄᑦ ᐱᐅᒻᒪᖔᑕ ᐊᑑᑎᖃᑦᑎᐊᕐᒪᖔᑕᓘᓐᓃᑦ?”

   Some examples to the last question might include: it includes foods that are good for us like fruit and vegetables, foods that give us lots of energy.

2. Ask students if they know what the four food groups are.

   “ᑭᓇ ᖃᐅᔨᒪᕙ ᑎᓴᒪᐅᓕᐊᓂᒃ ᓂᕿᑦ ᐊᒡᒍᖅᓯᒪᓂᖏᓐᓂᒃ?”

   Give students a chance to think about the answer and respond. Then, take some time to discuss what the food groups are. Record the names of the food groups on the board, leaving room to later write beneath each one of the different types of food that belongs in that food group.

   “ᑎᓴᒪᐃᑦ ᓂᕿᑦ ᐊᕕᒃᓯᒪᓂᖏᑦ: ᐱᕈᖅᑐᕕᓃᑦ ᓰᕐᓇᖏᑦᑐᑦ ᐱᕈᖅᑐᕕᓃᑦ ᓰᕐᓇᖏᑦᑐᑦ, ᐸᓚᐅᒑᑦᓴᔭᐃᑦ, ᓂᕿᓄᑦ ᑭᖑᕝᕙᕕᐅᑎᔪᓐᓇᖅᑐᑦ, ᐃᒻᒧᐃᑦ ᑭᖑᕝᕙᕕᐅᑎᔪᓐᓇᖅᑐᓪᓗ, ᐅᖁᒻᒥᐊᒐᑦ, ᐃᒥᒐᖅ, ᐃᒥᒐᐃᑦ ᕿᓄᐊᑦ ᐃᓚᒥᙵᒋᑕᖏᑦ ᓂᕿᑦ ᑲᑎᙵᓂᖏᑕ. ᑖᒃᑯᐊ ᓂᕿᑦᑎᐊᕙᐅᖏᒻᒪᑕ ᓂᕆᑦᑎᐊᕐᓇᖏᑦᑐᑦ.”

3. Talk to students about country food and how different country foods are part of different food groups. Record their answers on the board.

   “ᓇᓕᐊᖕᓃᑦᑐᕆᕕᒋᑦ ᐃᓄᓕᖅᑕᑦ? ᐊᔾᔩᖏᑦᑑᔪᑦ ᐃᓄᓕᖅᑕᑦ ᐊᔾᔩᖏᑦᑐᓂᑦ ᐃᓂᖃᕋᔭᖅᐸᑦ? ᑕᐃᓯᒋᑦ ᐃᓚᖏᓐᓂᒃ.”

   Some examples might include: vegetables and fruits includes cloudberries, mountain sorrel; meat and alternatives includes seal, Actic char, caribou, walrus.

4. Using the list of foods and drinks you prepared before the lesson, ask students what food group each item on the list belongs to. You can add more items to this list. Record these answers on the board.

   “ᒫᓇ, ᐅᖃᐅᓯᖃᕐᓂᐊᕋᒪ ᓂᕆᔭᒃᓴᒥᒡᓗ ᐃᒥᕋᒃᓴᒥᒡᓗ ᓇᓕᐊᖕᓄᑦ ᐃᓂᑖᖅᑎᒃᑲᔭᕐᒪᖔᖅᐱᒋᑦ ᐃᓱᒪᖅᓲᑎᑎᑦ: ᐋᐳ, ᐅᓪᓛᖅᓯᐅᑎ, ᓱᖃᓕᓯᒪᔪᑦ ᐸᑏᑏᑦ, ᐅᑲᓕᐅᑉ ᓂᕿᖏᑦ, ᑐᒃᑐᕕᓂᖅ, ᑯᑯᒃ, ᓲᓯ, ᐃᖃᓗᒃ, ᐊᓛᓯ, ᐸᑏᑏᑦ ᐸᓂᖅᑎᓯᒪᔪᑦ, ᓯᖁᔭᒃᓯᒪᔪᑦ ᓂᐊᖂᔭᐃᑦ, ᖃᖅᑯᐊᒐᐃᑦ, ᖃᑦᑖᕐᔪᖕᒦᑦᑐᓪᓗ ᑭᒍᑕᐅᔭᐃᑦ.”

5. Read *ᐃᓚᒃᑲ ᓂᖅᑎᐅᖅᑲᑎᒌᓪᓗᒋᑦ (Cooking for My Family)* with the class. Students may follow along in their books.

6. Ask students to think about the meal Eva made in the story and to share what they think about the meal. Give students a chance to respond.

   “ᒪᒪᕆᒐᔭᖅᐱᒋᑦ ᐄᕙᐅᑉ ᓂᕿᓕᐊᖏᑦ? ᖃᓄᐃᒻᒪᑦ?”

7. Have the students name the ingredients for the stir-fry and how many steps it took to prepare the stir-fry. Students can refer to the book to remember the ingredients. List these ingredients and the number of steps on the board.

   “ᑕᐃᑐᕈᓐᓇᖅᐱᑦ ᐃᓚᒋᓕᐅᑎᓯᒪᔪᓕᒫᑦ ᐊᒡᒍᐊᓕᕿᔮᓕᐊᖓᓂᑦ ᐄᕙᐅᑉ? ᖃᔅᓯᓂᑭᐊᖅ ᐊᐅᖅᐸᓪᓕᐊᓚᐅᖅᐸᒃ ᐄᕙᒃᑯᒃ ᐊᑖᑕᖏᒃ ᐊᒡᒍᐊᓕᕿᔮᓕᐅᖅᓱᑎᒃ? ᐅᖃᓕᒫᒐᐃᑦ ᐊᑐᕈᓐᓇᖅᑕᑦ ᐃᖅᑲᐃᔾᔪᑎᒋᓂᐊᕋᕕᐅᒃ.”

8. Invite student volunteers to draw a line between an ingredient in the stir-fry and the food group in which it belongs. Then, ask if they think the meal Eva made is healthy.

   “ᑕᑯᓇᓚᐅᖅᑐᒋᑦ ᐃᓚᒋᓕᐅᑎᔭᕕᓃᑦ ᓂᕿᓕᐊᒥᓄᑦ ᑎᓴᒪᐅᓕᔪᓄᑦᓗ ᐊᒃᑐᐊᓂᖏᑦ, ᐄᕙᐅᖅᑲᐃ ᓂᕿᓕᐊᕕᓂᖓ ᑎᒥᒧᑦ ᐱᐅᓐᓂᖅᑲ? ᐃᓱᒪᒋᔭᐃᑦ ᐅᖃᐅᓯᕆᒍᑦ.”

9. Have the students talk about the steps Eva and her father followed to prepare the meal. Ask students to list the steps involved in preparing the meal. They can refer to the book.

   “ᓱᓇᐅᕙᑦ ᐊᑐᖅᑕᐅᕙᓪᓕᐊᓚᐅᖅᑐᑦ ᓂᕿᓕᐊᕆᔭᐅᑎᓪᓗᒍ? ᐅᖃᐅᑎᔪᓐᓇᖅᐱᙵ ᐄᕙᐅᓪᓗ ᐊᑖᑕᖓᑕᓗ ᒪᓕᒃᑕᕕᓂᖏᓐᓂᒃ? ᐅᖃᓕᒫᒐᖅ ᐊᑐᕈᓐᓇᖅᑕᑦ ᐃᖅᑲᐃᔾᔪᑎᒋᓂᐊᕋᕕᐅᒃ.”

10. Put the students in small groups. Once students are sitting with their groups, tell the groups that they will work together to come up with ideas for a healthy meal. Suggest that they use food and drink choices from the Nunavut Food Guide, which you may have printed out in the **PRE-LESSON PREPARATION**, to decide what to include in the meal.

    “ᑲᑎᙵᐅᖅᑎᓪᓗᓯ, ᐱᓕᕆᖃᑎᒌᖕᓂᐊᖅᑐᓯ ᐃᓱᒪᒃᓴᖅᓯᐅᖅᑎᓪᓗᓯ ᓂᕿᑦᑎᐊᕙᖕᓂᒃ ᑎᓴᒪᓂᒡᓗ ᐊᕕᒃᓯᒪᔪᓂᑦ ᐃᓚᓕᐅᔾᔨᐊᖃᖅᑐᓯ. ᑎᓴᒪᑦ ᓂᕿᓄᑦ ᐊᕕᒃᓯᓯᒪᔾᔪᑏᑦ ᐊᑐᕈᓐᓇᖅᑕᓯ ᐃᓱᒪᑖᒃᑲᓐᓂᕐᓂᐊᕋᔅᓯ.”

11. Hand out the **ᓂᕆᓂᐊᖅᑕᕗᑦ (Our Meal)** activity worksheet to each group. Ask each group to record (by writing or drawing) their choices on the sheet once they have decided what meal they are going to make. (As shown on the activity worksheet, they need to include two or three food items in the main course, as well as a drink.)

    “ᓱᓇᐅᕙ ᓂᕿᑦᑎᐊᕙᖕᓂᑦ ᓴᓇᔪᒪᒐᔭᖅᑕᐃᑦ? ᐃᓚᒋᔭᕐᓂᑦ, ᐋᖅᑭᒃᓱᒋᑦᑎ ᓂᕆᔭᒃᓴᑦᑎᐊᕙᐅᒐᔭᖅᑐᒥᒃ ᐃᓚᖃᕐᓗᒍ ᒪᕐᕉᖕᓂᒡᓘᓐᓃᑦ ᐱᖓᓱᓂᒡᓘᓐᓃᑦ ᓂᕿᑦᑎᐊᕙᖕᓂᒃ, ᐃᒥᕋᔭᖅᑕᒥᒃ, ᓲᕐᓇᖅᑐᖅᑐᖅᑕᐅᒐᔭᖅᑐᒥᒡᓗ. ᑎᑎᕋᒃᑭᑦ ᑎᑎᕋᕐᕕᒋᔭᕆᐊᓕᖕᓄᑦ. ᑎᑎᕋᕈᓐᓇᖅᑐᑎᑦ ᑎᑎᖅᑐᒐᕐᓗᑎᑦᓘᓐᓃᑦ, ᑕᒪᒃᑭᓪᓚᕆᒡᓘᓐᓃᑦ! ᓱᓇᓂᒃ ᐃᓱᒪᒋᖃᓯᐅᑎᔭᖃᕆᐊᖃᕋᔭᖅᐱᑦ ᓂᕆᔭᒃᓴᒥᒃ ᐸᕐᓇᐃᓂᐊᕈᕕᑦ?”

    Answers might include: What kind of country food that is available? What kind of food is available at the grocery store? What food is good for you? What food will your whole family enjoy?

12. Ask students why they chose this particular meal. Ask them to write a short sentence to explain their reason(s) on the **Our Meal (ᓂᕆᓂᐊᖅᑕᕗᑦ)** activity worksheet.

“ᓱᖕᒪᑦ ᐃᓚᒋᔭᑎᑦ ᐅᑯᓂᖓ ᐊᑐᕋᓱᓕᖅᑲᐅᕙᑦ ᓂᕆᔭᒃᓴᓂᒃ, ᓲᕐᓇᖅᑐᑐᒐᒃᓴᕐᒥᒃ, ᐃᒥᕋᔭᖅᑕᒥᒡᓗ? ᑏᑎᕋᐅᓯᖃᓇᑦ ᐅᖃᐅᓯᕆᓗᒍ. ᐅᓇ ᑕᕝᕙ ᑕᑯᖅᑯᔾᔭᕙᑦ ᖃᓄᖅ ᑎᑎᕋᖅᓯᒪᒐᔭᕐᒪᖔᑦ ᑎᑎᕋᖅᓯᒪᕙᖅ: ᐅᓇ ᓂᕈᐊᓚᐅᖅᑕᕋ ᓂᕆᔭᒃᓴᓕᐊᕆᒐᔭᖅᑐᖅ ᒪᒪᕋᔭᖅᑐᕆᓪᓗᒍ ᑎᒥᒧᑦ ᐊᑐᑎᐊᕋᔭᖅᑐᕆᓪᓗᒍᓗ.”

13. Tell the groups of students to imagine preparing and cooking their meal. Hand out the **ᓂᕿᓕᐊᕗᑦ ᓂᕆᔭᒃᓴᖅ (Making Our Meal)** activity worksheet to each student. This worksheet includes a list of steps involved in preparing a meal based on the steps that Eva and her father followed in the book. Ask students to think about the meal that they are planning to make and have them number the steps on the worksheet in the order that they think will work best to prepare their meal. Give students a chance to respond and then have them work in their small groups to complete the worksheet.

“ᒫᓇ ᓂᕿᓕᐅᕈᓐᓇᖅᓯᕗᑎᑦ! ᑕᑯᓗᒍ ᓂᕆᔭᒃᓴᓕᐊᕗᑦ ᑎᑎᕋᕐᕕᒃᓴᐅᕙᖅ. ᐃᓱᒪᒋᐊᕐᓗᑎᑦ ᓱᓇᑦ ᐊᑐᕆᐊᖃᔭᕐᒪᖔᖅᐱᒋᑦ ᓂᕆᔭᒃᓴᓕᐅᕋᓱᒃᑯᕕᑦ. ᑕᑯᒋᐊᕈᓐᓇᕐᒥᔭᑦ ᖃᓄᖅ ᐄᕝᕙᓗ ᐊᑖᑕᖓᓗ ᓂᕆᔭᒃᓴᓕᐅᕐᓂᕐᒪᖔᑎᒃ. ᓈᓴᐅᓯᖅᓱᖅᐸᓪᓕᐊᓗᒋᑦ ᖃᓄᖅ ᐊᑐᖅᐸᓪᓕᐊᒐᔭᕐᒪᖔᖅᐱᒋᒃ. ᓇᓕᐊᒃ ᓯᕗᓪᓕᐅᒐᔭᖅᐸ? ᓇᓕᐊᒃ ᑭᖑᓪᓕᐅᓗᓂ?"

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Invite students or groups of students to share their **ᓂᕿᓕᐊᕗᑦ ᓂᕆᔭᒃᓴᖅ (Making Our Meal)** activity worksheet with the rest of the class or other groups. Have students explain why they followed these steps in this order to make their meal.

2. **Optional:** Schedule a day for the class to spend in the school’s kitchen where they will work together to recreate the meal that is made in the book. Students can help prepare the ingredients used for the meal, learn about kitchen safety, and enjoy a healthy meal together.

ᐊᑏᑦ: ____________________

ᓂᕆᔭᒃᓴᕗᑦ

ᑎᑎᕋᐅᔭᕆᑦ ᓂᕿᓕᐅᕐᓂᐊᖅᑕᓯ ᐃᓚᖏᓐᓂᒃ ᐸᕐᓈᕆᔭᔅᓯ ᑲᑎᙵᔭᔅᓯᓗ.
ᑎᑎᕋᐅᓯᖃᕆᑦ ᖃᓄᐃᒻᒪ ᑖᓇ ᓂᖅᑎᐅᕈᒪᒻᒪᖔᖅᐱᐅᒃ ᐃᓚᖕᓄᑦ.

ᓂᕆᔭᐅᓪᓗᐊᑕᕋᔭᖅᑐᖅ

ᐃᒥᖅᑕᐅᒐᔭᖅᑐᖅ

ᖃᓄᐃᒻᒪᑦ ᓂᕈᐊᕐᓂᕐᒪᖔᖅᐱᐅᒃ

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ᐊᑏᑦ: ____

ᓂᕿᓕᐊᒍᑦ ᓂᕆᔭᒃᓴᖅ

ᐅᖃᓕᒫᕐᓗᒍ ᐊᑎᑦᑎᐊᖅᓴᓃᑦᑐᖅ. ᓂᕈᐊᕆᑦ ᖃᓄᖅ ᐋᖅᑭᒃᓯᒪᓂᐊᕐᒪᖔᖅᐱᑦ ᐱᑎᐊᕐᓂᖅᓴᓂᑦ ᒪᓕᖕᓂᐊᖅᑕᕐᓂᒃ ᓂᕿᓕᐅᕋᓱᒃᓗᑎᑦ. ᓈᓴᐅᓯᖅᓯᕐᓗᑎᑦ ᐱᑎᐊᕐᓂᖅᓴᑕᑦ ᐊᑕᐅᓯᕐᒥᑦ ᐱᖅᓴᓃᔪᖅᑐᓄᑦ. (ᐊᑕᐅᓯᖅ ᓯᕗᓪᓕᖅᐸᐅᑎᓪᓗᒍ ᐱᖅᓴᓃᔪᖅᑐᑦ ᑭᖑᓪᓕᖅᐸᐅᓗᓂ.)

- [ ] **ᐃᖅᑯᖅᑐᕐᓗᒋᑦ ᐸᓂᖅᑐᑦ ᐱᕈᖅᑐᕕᓃᑦ ᓲᕐᓇᖅᑐᑦ/ ᓲᕐᓇᖕᒋᑦᑐᓪᓗ**
- [ ] **ᐊᑐᕐᓂᐊᖅᑕᑎᑦ ᐱᓗᒋᑦ ᐊᖑᓇᓱᒃᓗᒋᑦ, ᐃᖃᓪᓕᐊᕐᓗᑎᑦ, ᓂᐅᕕᕐᕕᖕᒥᓪᓘᓐᓃᑦ.**
- [ ] **ᐃᓐᓇᕐᒥᒃ ᐊᒃᔪᐃᑎᑦᑎᓗᑎᑦ ᐱᕈᖅᑐᕕᓂᕐᓂᒃ ᓂᕿᒥᒃᓘᓐᓃᑦ**
- [ ] **ᑎᑎᕋᕐᓗᒋᑦ ᓂᖅᑎᐅᓕᕈᕕᑦ ᐊᑐᕐᓂᐊᖅᑕᑎᑦ.**
- [ ] **ᐃᓐᓇᕐᒧᑦ ᐃᑲᔪᖅᑕᐅᓗᑎᑦ ᓂᖅᑎᐅᖅᑎᓪᓗᑎᑦ ᐆᑎᕆᑎᓪᓗᑎᓪᓘᓐᓃᑦ ᓂᕿᓂᒃ.**
- [ ] **ᐊᒃᓴᑎᑦ ᐅᐊᓴᕐᓗᒋᑦ ᐸᓂᖅᑎᓪᓗᒋᓪᓗ**