

BOOK TITLE

**Qanuq Aniqhaarniq
Atuqpakpigu
(How I Use My Breath)**

TOPIC

**Tobacco and
Addictions**



**Essential
Question**

Why is it important to have healthy lungs?



Teaching Strategy

This activity incorporates hands-on, active participation from both the teacher and students. The lesson also uses visuals to enhance teacher instruction.

REQUIRED MATERIALS

- ☛ Straws
- ☛ Puvvak Titiraujait (Diagram of Lungs)

LEARNING ACTIVITIES



Class discussion about lungs.



Deep breathing.



Breathing while talking.



Breathing after exercising.



Breathing through a straw while exercising.

LEARNING CONNECTION

This activity encourages the students to connect the actions in the book *Qanuq Aniqhaarniq Atuqpakpigu (How I Use My Breath)* to their own bodies. The book describes actions that require healthy lungs and builds the foundation for future messages about why healthy lungs are important.

READING VOCABULARY

Lungs, breathe.

LESSON PLAN: HOW I USE MY BREATH

1. Ask the students:



“Kia unniutiniaqqinga kitu timiptingni aniqhaagutauvak?”

Answer: lungs.

- Show them the **Puvvak Titiraujait (Diagram of Lungs)**, so they understand where their lungs are located in their body, and the other body parts that help them breathe (nose, mouth, and throat).

2. Tell the students to hold out their hands and then place their hands on their own chest.

3. Now, ask them to take a deep a breath. Say:



“Kajumiittumik hiluqhigguit kihittitillunga pingahunut: ...atauhiq... malruuk... pingahut. Anitidjuk kajumiittumik kihittitillunga pingahunut: ...atauhiq... malruuk... pingahut.” Count slowly and instruct the students to use the entire count to three to breathe in and to breathe out.

4. Ask the students:



“Huvakpa hatqat hiluqhigaangavit?”

Answer: it pushed out, expanded, got bigger, or inflated.

“Huvakpa hatqat anititkaanganni?”

Answer: it pulled in, got smaller, or contracted.

5. Tell the students:



“Taimaitpuq hiluqhigaangavit, aniqhaaktaqqit puvaptingnik tatatiqaktuq, imaalu anititkaanganni, aniqhaaktaqqit puvaptingnit anivaktuq.”

6. Tell the students:



“Aallatqiinik hulilukaarutiqaqtuq akhut hiluqhigiarni.”

7. Now, demonstrate taking a deep breath and then counting slowly as high as you can (one, two, three, four, five, etc.) before taking another breath.

8. Have the students try it.



9. Next, ask the students to stand up and exercise for 30 seconds—for example, running on the spot or doing jumping jacks.

LESSON PLAN: HOW I USE MY BREATH

10. Afterwards, have the students each put their hands on their stomach or chest to see how their breathing feels. Ask the students:



“Qanuq aniqhaaktaqtuqpakpit iqaijaruiraangavit?”

Answer: faster and not as deep.

11. Hand out a straw to each student.

12. Tell the students:



“Aniqhaaktaraangat tuqhuannukkut aniqhaaktariami ajurnatqijaq. Puvaglukkuvit - imaatut, higaaqpakkuvit - taimaa aniqhaaktarnaraanginnaqtuq.”

Note: Before beginning the following activity, be sure to warn the students to stop the activity if they are starting to feel faint or if their breathing is getting too difficult.



13. Have the students repeat the 30 seconds of exercise while breathing through the straw, and then have them check their breathing again.

14. Compare the two situations. Ask the students:



“Aniqhaaktariami ajurnaitqijauva tuqhuannuakkuq tuqhuannuanngittumigluunniit?”

Answer: It was harder to breathe with the straw.

“Huuq imaa ajurnatqijauva?”

Answer: Because you can't breathe in as much air.

15. Say to the students:



“Ihumagilugu aniqhaaktariarni ajuqhainnaqpakkuvit. Ihumagilugit hunalliqaaq ajuqhautiginiaqtatit. Taiqqarlugit hunalliqaaq pijumajuktatit pilimairniaqtatit aniqhaaktattialimaitkuvit.”

Answers might include: soccer, running, playing hockey, etc.

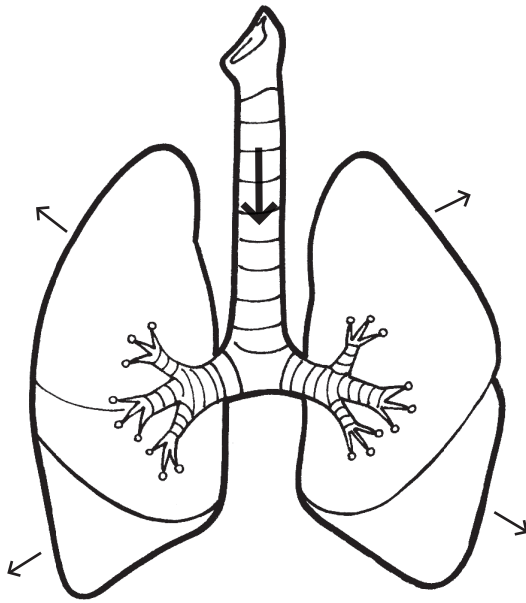
16. Ask the students:



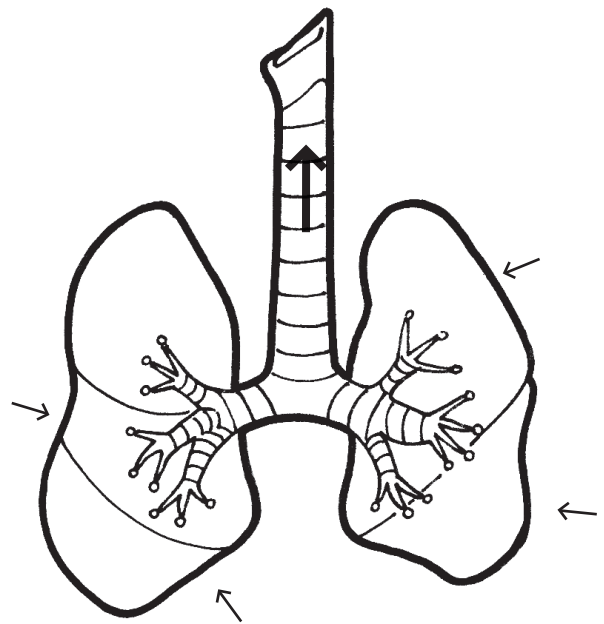
“Ihumagilugit ublumi ajuiqhaqtavut. Huuq ikpingnaqqa puvaqattiariami?”

Answers might include: to be able to breathe easily, so we can be active, so we can be strong, etc.

Puvvak Titiraujait



ilunmut aniqhaagit



anipkarlugu