







**Level 10: ᐱᑦᐸᑦᐱᑦᐸᑦ ᐱᑦᐸᑦᐱᑦᐸᑦ**  
**(How to Be Safe on the Ice)**

**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 English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

BOOK TITLE

ገደፍ ለፍሮስ ማስገደድ ዲፍረንሽያል  
(How to Be Safe on the Ice)

LENGTH

2 lessons  
(30–40 minutes each)



Essential Question

What are some ways that you stay safe on the ice in your community?  
What are other ways that we stay safe in our community?



Lesson Overview

In this lesson, students discuss why ice safety is important and ways to stay ice safe. In addition, students explore ways to stay safe in their communities.

REQUIRED MATERIALS

- ገደፍ ለፍሮስ ማስገደድ ዲፍረንሽያል  
(How to Be Safe on the Ice)
- Materials to make posters (computers, magazines, scissors, glue, markers/ pencil crayons, and so on.)

LEARNING ACTIVITIES



Think-Pair-Share about why it is important to be safe on the ice.



Class discussion about ways to stay safe on the ice.



Role-play ways to stay safe on the ice.



Class discussion about other ways to stay safe in your community, aside from ice safety.



Create posters that promote ways to stay safe around your community.

LEARNING CONNECTION

At the beginning of this lesson, the students discuss why ice safety is important and how to practise ice safety. Building on this foundation, students will then role play how to stay safe on the ice. Students will then explore other ways to stay safe in their communities. This builds on their understanding of the book ገደፍ ለፍሮስ ማስገደድ ዲፍረንሽያል (How to Be Safe on the Ice)

READING VOCABULARY

ጠላቶች, ስራቶች, ገደፍ ስብስቦች, ገደፍ ስጦታ, የጸጋ ስሜት  
(tides, ice caverns, ice pans, hypothermia)

PRE-LESSON PREPARATION

1. Gather materials for students to make safety posters.

## LESSON PLAN: ᐅᑎ ᐱᑕᑕᑦᓂᓴᑦᑎᑕᑕᓂᓂᓂᑦ (HOW TO BE SAFE ON THE ICE)

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### Lesson 1 Plan: Ice Safety

1. Begin this lesson by reading the book ᐅᑎ ᐱᑕᑕᑦᓂᓴᑦᑎᑕᑕᓂᓂᓂᑦ (*How to Be Safe on the Ice*) as a class. Try to make it interactive, with the students guiding the reading and any associated discussion.
2. Next, complete a Think-Pair-Share with your students. First, ask students to think by themselves about why it is important to stay safe on the ice. Then, have students pair with another student to discuss their ideas. After the students have had a chance to discuss with their partner, have the pairs share with the class, if they feel comfortable.

Possible answers:

- ☛ You could get hurt if you go into an ice cavern and the ice above falls on you. You could drown if the tide comes in while you are under the ice.
- ☛ You can get stranded out of town if skidoos get stuck on slushy ice.
- ☛ Your feet can become very wet and freeze if you are walking in slush and not wearing high rubber boots.
- ☛ If the ice breaks and you fall into ice-cold water, you could get trapped under the ice and drown.
- ☛ If you fall into ice-cold water, you could get hypothermia. Hypothermia is when the body gets so cold that it cannot warm itself back up. Hypothermia can make someone very sick or even die.

Once students have had an opportunity to share, explain to students that just like the story says, being on the ice is a regular part of life for most Nunavummiut. But if we are not careful, accidents can happen, leading to people getting hurt and in some cases drowning.

## LESSON PLAN: ᐱᑦᑕᑦᑲᑦ ᐱᑦᑕᑦᑲᑦ ᐱᑦᑕᑦᑲᑦ (HOW TO BE SAFE ON THE ICE)

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3. Once students understand *why* staying safe on the ice is so important, it is time to talk about how to stay safe on the ice. Explain to students that you are going to re-read the story ᐱᑦᑕᑦᑲᑦ ᐱᑦᑕᑦᑲᑦ ᐱᑦᑕᑦᑲᑦ (*How to Be Safe on the Ice*) as a class. As you read, ask students to point out all the ice safety tips in the story. Below is a list of all the ice safety tactics included in the book. Students should not be expected to respond in this much detail, but you can fill in whatever information they do not volunteer on their own using the list below.

Possible answers:

- ☛ Do not go into ice caverns when the tide is out.
- ☛ Wear high rubber boots when walking in slush.
- ☛ Test the ice to make sure it is safe to walk on—always test ice conditions with an adult or someone who knows how to test ice properly.
- ☛ If you do not know if ice is safe to walk on, do not walk on it.
- ☛ If you find yourself walking on ice that might be unsafe, turn around. Stay calm. Lie down on your stomach and crawl or slide back in the direction you came from until you get to solid land.
- ☛ If you fall through the ice, stay calm and breathe normally. Try to slide onto the unbroken ice on your stomach and kick your feet up so you are parallel with the ice, the way a seal would. Do not stand up again on the ice. Crawl until you are on solid ice or land.
- ☛ If you see someone fall through the ice, call for help. Do not go near the hole. The ice around the hole could be weak, and you could fall through too. Tell the person who fell through the ice to stay calm. Pass them a rope or long pole, like a harpoon, to grab on to. You can pull from the other end. Ask the person to crawl along the ice on their stomach.
- ☛ A person who has been rescued from the water should be taken to the closest warm place right away. Wet clothing should be removed, if possible. If you do not have extra clothes for them to change into, wring out as much water from their clothes as you can.

## LESSON PLAN: ᐱᑦᑕᑦᑲᑦ ᐱᑦᑕᑦᑲᑦ ᐱᑦᑕᑦᑲᑦ (HOW TO BE SAFE ON THE ICE)

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4. Next, explain to your students that, as a class, you will now practise ways to be safe on the ice. Arrange students in groups of two or three to act out one of the following scenarios:
  - ☛ How to test ice with an adult or someone who knows how to test ice properly.
  - ☛ How to try to get back on solid ice or land if you fall through the ice.
  - ☛ What to do if someone else falls through the ice—how to guide them to safety.
  - ☛ What to do to help someone after they have been rescued from the water.

Read the scenarios out loud and assign them to the different groups—try to ensure that all the scenarios are acted out. Give students 5–10 minutes in their pairs or groups to plan and practise their skit. Then they can present it to the class. Do not tell the rest of the class which scenario they are acting out so that the class can guess the scenario.

**Optional:** Have students present their ice safety skits to other classes to share their learning.

5. End this lesson by reminding students that while it is important to know how to be safe on the ocean ice, there are many other types of ice that we should remember to be safe on. Rivers, ponds, creeks, and ditches all freeze in winter. They can thaw more quickly than the ocean because they are smaller bodies of water.

