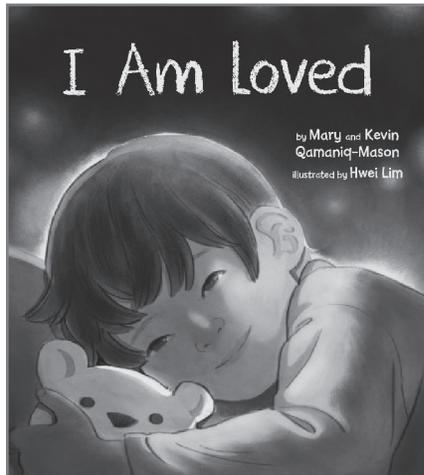


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**TULLINILIARA**  
EXTENSION ACTIVITY



## Level 13: I Am Loved

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### ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

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### TEACHER SCRIPT TRANSLATIONS

Throughout this extension activity, you will find teacher scripts written in English to help you guide your lessons. Student reproducibles are provided in Inuktitut and English.





# LESSON PLAN 1: I AM LOVED

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## LESSON 1

1. Look at the cover of the book. Read the title out loud. Have students share predictions about what the book might be about. Explain that you are going to read a story about a girl named Patak who has recently joined a foster family and is missing her biological family.
2. Briefly explain foster care. Explain that all children need to be cared for, which includes having a safe home to live in and enough food to eat. Explain that sometimes our parents have a hard time providing care for us, and when that happens, we might join a foster family that can take care of us.
3. Explain that joining a new family can be scary, and Patak sometimes feels alone. But, she thinks of all the places that she can find love until she feels better.
4. Ask students to listen for all the places that Patak finds love as you read.
5. Read *I Am Loved* all the way through to students.
6. Discuss all the places that Patak could find love in the book.
7. Ask students,



**“Where else could Patak find love? What advice would you give her when she is feeling lonely?”**

Record students’ answers on a piece of chart paper.

8. **Optional:** Have students record individual responses to the questions, “Where else could Patak find love? What advice would you give her when she is feeling lonely?” Students may write and draw their answers.

## LESSON PLAN 2: I AM LOVED

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### LESSON 2

1. Have students briefly retell *I Am Loved*. Remind students that Patak is in foster care because it is her right to be cared for, even when her parents cannot do it.
2. Explain to students that yesterday you talked about ways Patak could find love. Today, you are going to identify ways she is cared for.
3. Read the right that you wrote on the chart paper, or have a student volunteer read it out loud:

#### **Right #9**

**You have the right to live with your parent(s) unless it is bad for you.  
Then you have the right to live with a family who can take care of you.**

4. Talk about the concept of “rights.” Explain that rights are usually something you are expected to have or allowed to do. Provide a few examples, such as the right to go to school or the right to a name.
5. Review the right written on the chart paper. Explain that children have special rights. One of these rights is to be cared for, and sometimes our parents need help making sure that happens. When our parents are having trouble caring for us, we might join a foster family that can take care of us (just like Patak in *I Am Loved*).
6. Discuss some of the things that everyone, but especially children, need to be cared for. Use Patak’s experience in the story as a guide (consider rereading pages 2–7 to remind students of her experience). Underneath the right written on the chart paper, record students’ ideas. Prompt students as necessary. Your list may look something like this:
  - ☛ A home
  - ☛ Somewhere to sleep
  - ☛ Food and water
  - ☛ Time to play
  - ☛ Clothing for all seasons
  - ☛ Safety (body and mind)
7. Explain that even if we are not in foster care, we have the right to all of these things. That is what a right is: something we must have, no matter what. Foster care is just one way to help kids be cared for when their parents are having trouble doing it themselves.
8. In their journals, have students respond to the question, “Children have the right to live with adults that can take care of them. What is one way that Patak’s foster family cares for her?” They may write and draw a response.

## LESSON PLAN 2: I AM LOVED

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**!** **Note:** This response activity is done in students' journals to respect their privacy. Some students, particularly those in foster care themselves, may feel uncomfortable sharing their thinking about foster families in a display or orally. Respect their right to privacy by allowing them to respond in a closed book. If you do not have access to journals, instruct students to fold their paper in half when they are done.

### **SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)**

Display students' completed drawings and writing that answered the question, "Where else could Patak find love? What advice would you give her when she is feeling lonely?"