







## Level 12: Ikualaaq's Worries

### 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

**Ikualaaq's  
Worries**

TOPIC

**About Me  
Nutrition and  
Life Skills**

LENGTH

**1 lesson  
(1 hour)**



### Essential Question

What are some ways that we can take care of our own physical and mental health?



### Lesson Overview

In this lesson, the teacher guides the students in a discussion about positive healthy daily habits, including how to take care of their physical and mental health.

### REQUIRED MATERIALS

- ☞ *Ikualaaq's Worries*
- ☞ Chart paper
- ☞ Markers
- ☞ **Asking for Help** worksheet

### LEARNING ACTIVITIES



Class discussion about staying healthy.



Class discussion about the book.



Completing the **Asking for Help** worksheet.

### LEARNING CONNECTION

In this activity, students will discuss how to keep their body and minds healthy, including how to talk to someone about your problems. This will build on what students learn in the book, *Ikualaaq's Worries*, about how to talk to a friend about your problems. Then, students will write about a time that they talked to someone about a problem that they were having.

### READING VOCABULARY

### PRE-LESSON PREPARATION

1. Photocopy the **My Healthy Week** activity worksheet so that there is one for each student. Create a T-chart template using the chart paper. Label one column "**Worries**" and one column "**Solutions.**"

# LESSON PLAN: IKUALAAQ'S WORRIES

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## BEFORE READING

1. Have a discussion with your class about what they do to stay healthy. Ask students what they do every day to stay healthy. Record students' answers on the chart paper. .



**“What do you do every day to stay healthy?”**

Answers may include: I brush my teeth. I take a shower. I eat healthy food. I drink lots of water. I get exercise. I go to bed early.

2. Then, ask students to think about another part of themselves that they need to keep healthy: their mind. Because this may be a new topic for most students, you may want to start the discussion by asking students what it means to have a healthy mind. If students don't know how to explain what a healthy mind is, be sure to take time to talk them through this concept.



**“Having a healthy mind means we feel happy, safe, and loved. It also means that when we feel emotions like sadness or anger, we know how to express these emotions in a positive way.”**

3. Ask students if they have ideas about how they can keep their minds healthy.



**“We can keep our minds healthy by talking about our feelings with people we trust, doing activities that we enjoy, and spending time with people we care about.”**

## DURING READING

1. Introduce the book *Ikualaaq's Worries* to students. Tell students that you are going to read a book together about a boy who learns how to talk about his problems.
2. Read the book out loud to students. Encourage students to comment on what they see and hear as you read. Explain or clarify students' understanding of any challenging or unfamiliar vocabulary, such as the words identified in the **Reading Vocabulary** section of this lesson.

## AFTER READING

1. After reading, flip through the pages of the book and discuss the different ways that Ikualaaq has difficulty keeping his body healthy.

Answers may include: He sleeps on the couch and not in his bed, so he is very tired at school. He doesn't eat breakfast before school. He doesn't play with his friends at recess, so he is not getting exercise.

2. Then, ask students if they think that Ikualaaq is keeping his mind healthy, and how they know this. Then, ask students to list what Ikualaaq is worried about. Write student responses in point form or short sentences under the column labelled **“Worries”** on the T-chart that you prepared in the **Pre-activity preparation**.

Answers may include: He is worried that he won't be able to get new hockey skates that fit him, and embarrassed to tell his friend because she always has new equipment. He is lonely and angry because his mom is not home very much.

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3. Then, ask students if they can think of any solutions to these worries. These may be solutions that he used in the book, or other solutions. Write student responses in point form or short sentences under the **“Solutions”** column.

Answers may include: He can talk to his friend or his hockey teammates to ask them if they have hockey skates that might fit him. He can spend time with his friend before or after school to feel less lonely. He can visit his mom and his aunt to feel less lonely. He can talk to his mom about how he is feeling lonely, and they can find ways to spend more time together.

4. Then, hand out one **Asking for Help** worksheet to each student. Tell students that they are going to write about a time that they asked for help or talked to someone about a problem they needed help with, and how that person helped them find a solution. Encourage students to write about an emotion they were feeling, such as sad, angry, lonely, or jealous. When they are finished writing, have students draw a picture about their entry.

### SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☛ If students feel comfortable, invite them to share their worksheet with the class.
- ☛ **Optional:** Have a sharing circles with the class. In a sharing circle, students can sit together and talk about an emotion or a worry they are feeling. This can be an emotion that they need support for, such as nervousness, loneliness, or sadness. Encourage other students to help them think of healthy ways that they can deal with these emotions or worries.