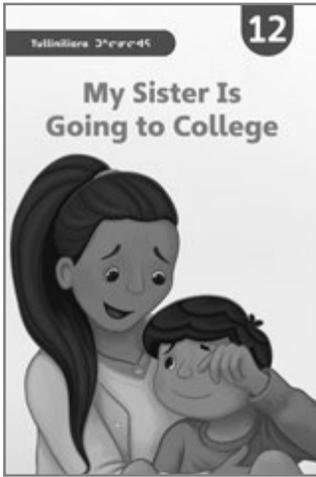

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TULLINILIARA
EXTENSION ACTIVITIES



Level 12: My Sister Is Going to College

- Activity worksheet: My Goal

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

My Sister Is Going to College

LENGTH

1 lesson
(40 minutes)



Essential Questions

What are goals? How do you set a goal? What are short- and long-term goals? What steps can you take to achieve your goals?



Lesson Overview

In this lesson, students will discuss goals and goal setting. Students will read the book *My Sister Is Going to College* and will identify the main character's goals and the steps she takes to achieve them. Then students will think about how to set and achieve goals in their own lives.

REQUIRED MATERIALS

- *My Sister Is Going to College*
- Activity worksheet: **My Goal**
- Paper
- Writing utensils

LEARNING ACTIVITIES



Class discussion about short-term and long-term goals.



List the long-term goals in the book and brainstorm short-term goals for the main character to meet her long-term goal.



Complete the **My Goal** activity worksheet.

LEARNING CONNECTION

Students will learn about the concept of goal-setting and the difference of short-term and long-term goals. Students will consider the goals discussed by the characters in the book *My Sister Is Going to College*, as well as goals that they would personally like to set and achieve. Students will also see a positive example of moving out of their community for their education.

READING VOCABULARY

college, short-term goal, long-term goal, Nunavut Sivuniksavut, politician, translator

PRE-LESSON PREPARATION

1. Photocopy one **My Goal** activity worksheet for each student.

LESSON PLAN: MY SISTER IS GOING TO COLLEGE

Lesson Plan

1. Begin the lesson by discussing the concept of goals with students. First, explain to students that a goal is something we want to achieve in the future, such as getting a good grade or learning a new skill. Ask students if they can think of more examples of goals.
2. Introduce the idea of short-term and long-term goals. Tell students that a short-term goal is something you want to do in the near future. The near future can mean today, this week, this month, or even this year. A short-term goal is something you want to accomplish soon. A long-term goal is something you want to do further in the future. Long-term goals require time and planning. They are not something you can do this week or even this year. Draw a T-chart on the board. Write “short-term goals” on one side of the chart and “long-term goals” on the other.

short-term goals	long-term goals

3. Read out the list of goals below and ask students to identify if each goal is a short-term or long-term goal. As students correctly identify the goals, write them on the T-chart. Depending on the individual student, these goals could be either short-term or long-term. As you sort the goals into the two categories, express that goals are personal and do not have the same timeline for everyone.

Goals:

-  **Learn how to make sealskin mittens**
- Get a part-time job**
- Graduate high school**
- Finish Grade 3**
- Go on a successful polar bear hunt**
- Finish reading a whole chapter book**
- Learn how to ride a bike without training wheels**
- Travel to every community in Nunavut**
- Join a new sports team**
- Learn how to play a new song on the fiddle**

LESSON PLAN: MY SISTER IS GOING TO COLLEGE

4. Explain to students that the book *My Sister Is Going to College* is about long-term goals. Read the book *My Sister Is Going to College* out loud to the class.
5. After reading, have students think about each character. Ask students what Bernice's goal is. Then ask students what Tameka's goal is. Ask students if Sappa has a goal.

Possible answers:

- ☛ Bernice wants to go to college at Nunavut Sivuniksavut.
- ☛ Bernice wants to be a politician.
- ☛ Tameka wants to go to college.
- ☛ Tameka wants to be a translator.
- ☛ Sappa wants to go to college.

6. As a class, brainstorm the short-term goals that Bernice might have set to reach her long-term goal of going to college. Encourage students to revisit the book for ideas.

Possible answers:

- ☛ Get good grades
- ☛ Graduate from high school
- ☛ Volunteer or participate in community work
- ☛ Submit a college application

7. Tell students that going to college will help Bernice achieve her other long-term goal to become a politician. Ask students if they can think of more short-term goals that will help Bernice become a politician.

Possible answers:

- ☛ Graduate college
- ☛ Get a job working for a politician
- ☛ Volunteer or participate in community work
- ☛ Run for or apply for a position as a politician
- ☛ Get hired or elected

LESSON PLAN: **MY SISTER IS GOING TO COLLEGE**

8. Tell students they are going to work independently on the **My Goal** activity worksheet. Have students think of a long-term goal they would like to achieve and answer the questions on the worksheet about this goal. Encourage students to think of long-term goals, such as what they want to do after high school, joining a sports team or club, learning a new skill, graduating from high school, or getting a part-time job. Students can refer to the T-chart that was created earlier in this lesson if they are having trouble thinking of a goal. Then have students answer the questions on the worksheet about how they will achieve this goal. Take some time to talk to each student as they are completing their worksheets.

Optional: Invite guest speakers to the classroom to talk about their experience of going to Nunavut Arctic College, Nunavut Sivuniksavut, or a college, university, or other post-secondary school outside of Nunavut. Have a student volunteer ask the guest speaker what goals they have set for themselves in their life. Have another student volunteer ask the speaker how their short-term goals helped them achieve their long-term goals.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☞ Have student volunteers share their worksheet with the class if they feel comfortable.

Name: _____

My Goal

What is my long-term goal?

When do I want to achieve this goal?

Who can help me achieve this goal?

What are three steps that I will take to achieve this goal?
