
**PEOPLE
WORKING**

LEVEL 5

Level 5: Lesson Plan: People Working

**EXTENSION
ACTIVITY**

LEVEL 5

BOOK TITLE
**People
Working**

TOPIC
**People
Working**

LENGTH
**1 Lesson
(1 Hour)**



**Essential
Question**

What are some common jobs people have in Nunavut, and what do people do in these jobs?



Lesson Overview

In this lesson, the teacher will have the students relate the reading material to their own experiences. The teacher will use visual aids from the book *People Working* to enhance instruction.

REQUIRED MATERIALS

- ☞ *People Working*
- ☞ Paper for drawing
- ☞ Drawing utensils

LEARNING ACTIVITIES



Class discussion about the reading.



Class discussion about the students' preferred jobs.

LEARNING CONNECTION

The students will learn more about what people do in various jobs, and why these jobs are important. It builds on their understanding of the book *People Working*, which introduces the vocabulary for different common jobs in Nunavut.

READING VOCABULARY

Social worker, RCMP officer, wildlife officer, artist, interpreter, biologist, teacher, accountant, nurse, hunter, designer.

LESSON PLAN: PEOPLE WORKING

1. Begin the lesson by encouraging the class to list jobs in your community that they are familiar with and to share what they know about them. Mention any jobs in *People Working* that they don't include, as well as some jobs not mentioned in the book.



“Can you name some of the different jobs you know about in your community?”

Answers might include: social worker, RCMP officer, wildlife officer, artist, interpreter, biologist, hunter, teacher, accountant, nurse, designer, truck driver, pilot, grocery store clerk.

2. Read the book with the students.
3. Describe each job from *People Working* in general and what people with that job would do during a typical day. Show students the pictures of these jobs in the book and describe what the job is. Have students volunteer to act out a person doing that job. Then, ask students what sounds fun or challenging about this job.
4. Begin with the first job, social worker, in the book. Show the students the picture of the social worker in *People Working*.



“Social workers help people living in the community to make their lives better. They help them solve different types of problems. For example, social workers help people find food if they need it. They can help new parents figure out how to care for a baby together. Social workers help people who are in need of assistance. Now can you stand up and act out what you think a social worker does?”

Students might act out: someone giving someone else clothing or food, someone comforting someone.



“What sounds fun or challenging about being a social worker?”

5. Describe what an RCMP officer does. Show the students the picture of the RCMP officer in *People Working*.



“RCMP officers are police. They keep people in our community safe. They make sure people follow the laws. They also try to prevent crime. RCMP officers work during the day and at night. They are ready to come and help whenever they are needed. Now can you stand up and act out what you think an RCMP officer does?”

Students might act out: someone teaching a child the rules of the road.



“What sounds fun or challenging about being an RCMP officer?”

LESSON PLAN: PEOPLE WORKING

6. Describe what a wildlife officer does. Show the students the picture of the wildlife officer in *People Working*.



“Wildlife officers protect wildlife. They help protect the wildlife that is important for life in Nunavut. Now can you stand up and act out what you think a wildlife officer does?”

Students might act out: someone giving a hunter a permit, someone buying an animal pelt from a trapper, someone investigating evidence of a polar bear in town.



“What sounds fun or challenging about being a wildlife officer?”

7. Describe what an artist does. Show the students the picture of the artist in *People Working*.



“Artists use imagination and skill to create art. Artists make carvings or paintings. They dance, sing, or make movies. They tell stories or play drums. They help us to remember the past. Now can you stand up and act out what you think an artist does?”

Students might act out: someone hand-carving with a file (or other tools), someone painting.



“What sounds fun or challenging about being an artist?”

8. Describe what an interpreter does. Show the students the picture of the interpreter in *People Working*.



“Interpreters help people who speak different languages understand one another. Some interpreters listen to what a person says in one language and repeat it for other people in a different language, so that these listeners can understand. Some interpreters listen to what a person says and then repeat it using sign language, so that people with hearing challenges can understand. Interpreters work at schools, hospitals, business meetings, or conferences. Now can you stand up and act out what you think an interpreter does?”

Students might act out: someone not understanding what a person is saying in one language, so another person explains it to them using words in a different language or hand gestures.



“What sounds fun or challenging about being an interpreter?”

LESSON PLAN: PEOPLE WORKING

9. Describe what a biologist does. Show the students the picture of the biologist in *People Working*.



“Biologists are scientists. They study living things, like animals and plants. They study the world around them. Many biologists do experiments or research. They might work in a laboratory or in a hospital or at a company. Some biologists do their work out in nature. For example, a biologist studying plants might work on the land. Now can you stand up and act out what you think a biologist does?”

Students might act out: someone looking at a plant on the ground, someone using binoculars to look out at the ocean, someone looking into a microscope.



“What sounds fun or challenging about being a biologist?”

10. Describe what a hunter does. Show the students the picture of the hunters in *People Working*.



“A hunter uses skill and knowledge to kill animals for food. They often help to feed people in the community by sharing their catch with others. They use what they have learned about wildlife, the land, and the climate. They pass down these skills and knowledge to others. Even if hunters are not paid, the work they do is very important for our communities. Now can you stand up and act out what you think a hunter does?”

Students might act out: someone packing a qamutiik with hunting supplies, someone kneeling with a rifle on their shoulder.



“What sounds fun or challenging about being a hunter?”

11. Describe what a teacher does. Show the students the picture of the teacher in *People Working*.



“Teachers help students learn. Many teachers work at schools. They share what they know about reading, writing, mathematics, history, and many other subjects. They like their students to ask questions and use their imaginations. Not all teachers work at schools, though. Teachers are everywhere in our community. They are our parents, family members, elders, neighbours, leaders, and so on. Now can you stand up and act out what you think a teacher does?”

Students might act out: someone writing on a whiteboard, someone talking at the front of a classroom, someone reading a book aloud.



“What sounds fun or challenging about being a teacher?”

LESSON PLAN: PEOPLE WORKING

12. Describe what an accountant does. Show the students the picture of the accountant in *People Working*.



“Accountants keep track of how people or businesses use money. People earn money, and they spend money. So do businesses. Some people or businesses hire an accountant to help them keep track of how much money they are earning and spending. Accountants are very organized and are good at mathematics. Now can you stand up and act out what you think an accountant does?”

Students might act out: someone using a calculator, someone working at a computer.



“What sounds fun or challenging about being an accountant?”

13. Describe what a nurse does. Show the students the picture of the nurse in *People Working*.



“Nurses help people who are sick or injured. They also help teach people about different ways to stay healthy. Nurses can work in health clinics or hospitals. Sometimes they visit people at home. Nurses train for several years to learn their skills. Some work during the day, and some work at night. Now can you stand up and act out what you think a nurse does?”

Students might act out: someone taking someone’s temperature with a thermometer, someone putting a bandage on someone.



“What sounds fun or challenging about being a nurse?”

14. Describe what a designer does. Show the students the picture of the designers in *People Working*.



“Designers create ideas and then make things based on these ideas. They make drawings of their ideas. There are many types of designers. Some might design new styles of clothing or mitts. When an idea is ready, it gets made based on the designer’s ideas. Now can you stand up and act out what you think a designer does?”

Students might act out: someone cutting or sewing fabric or sealskin, someone drawing a sketch of a parka or kamiks.



“What sounds fun or challenging about being a designer?”

LESSON PLAN: **PEOPLE WORKING**

15. Ask the students to pick one job that's been discussed in class or another job that they can think of that they would like to do when they are older, and have them draw a picture of it. As they draw, approach each student individually to discuss his or her choice and to write the name of the job under his or her drawing.
16. As a class, have the students take turns sharing their pictures and, if they wish, talking about why they chose the job they did.