
**PEOPLE
WORKING**

LEVEL 5

Level 5: Lesson Plan: People Working

**EXTENSION
ACTIVITY**

BOOK TITLE

**Inuit Havaktut
(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 *Inuit Havaktut (People Working)* to enhance instruction.

REQUIRED MATERIALS

- ☛ *Inuit Havaktut (People Working)*
- ☛ Paper for drawing
- ☛ Drawing utensils

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 *Inuit Havaktut (People Working)*, which introduces the vocabulary for different common jobs in Nunavut.

LEARNING ACTIVITIES

Class discussion about the reading.



Class discussion about the students' preferred jobs.

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 *Inuit Havaktut (People Working)* that they don't include, as well as some jobs not mentioned in the book.



“Taiqqaqtaaqigigit ilangit aallatqit havaat ilihimajatit nunangni?”

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 *Inuit Havaktut (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 *Inuit Havaktut (People Working)*.



“Inuuhilirijitkut ikajuqpagait inuit nunaqaqtut nunaffingni inuuhiqattiarangita. Ikajuqpagait ajuqhautinnik. Imaatut, Inuuhilirijit ikajuqpagait inuit niqiqariakhaita ihariagijamingnik. Ikajuqtaaqtaait angajuqqaanngulihaaqtut qanuq mirraaqtik munarittiagiakhaagut. Inuuhilirijit ikajuqtikhailliuqtut ikajuqpagait. Nangippaglutit pinnguarit hulidjuhiinnik inuuhilirijip?”

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



“Hunat aliaginahugivigit ajurnarnahugivigillu akhuurnaqtullu inuuhilirijaami?”

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



“RCMP-t paliihimaujut. Inuit nunaptingni qajaguhuktinnahuaqpaktait. Maliktinanahuqhugillu maligakhanik. Ihuinaaqtitipkaitailivakhutiglu. Paliihimat ubluummat unnuakkullu havakpaktut. Upitattaahutiglu ikajuqtikhailliuangata. Nangippaglutit pinnguaqtaaqihi hulidjuhiinnik paliihimat?”

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



“Hunat alianarnahugivigit ajurnarnahugivigillu Paliihimat havaanginni?”

LESSON PLAN: PEOPLE WORKING

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



“Uumajuliqijit uumajunik munaqhivaktut. Munarivagait uumajut ikpigijaujut inuuhiinnut Nunavunmi. Nangippagluhi pinnguaritti hulivangnahugijarnik uumajuliqijit havaarijainni?”

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.



“Hunat alianarnahugivigit ajurnarnahugivigillu uumajuliqijit havaanginni?”

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



“Hunavaluliuqtit ihumamingnit ajuitamingnillu hanavaktut. Hunavaluliuqtit hanaugaqpaktut minguktiriblutiglu. Numiqpaktut, ingiuqpaktut, qun’ngiagakhaluqpaktut. Unipkaaqpaktut qilaudjaqpakhutigluunniit. Ingilraarnittanik itqaumapkaivaktut. Nangippaglutit pinnguaqtaaqpit hunavaluliuqtit hulidjuhiinnik?”

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



“Hunat alianarnahugivigit ajurnarnahugivigillu hunavaluliuqtittijini?”

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



“Numiktirijit inuit ikajuqpagait aallatqiinik uqauhilgit kangiqhidjutijaangita. Ilangit numiktirijit naalakpaktut qanurilijaakhaita atauhimit uqauhimit uqaffaaqhugit aallap uqauhiinnut, taimaa naalaktuq kangiqhijaangani. Ilangit numiktirijit naalakhutik qanuq uqariakhaa algatik atuqhugik, kangiqhijaangita tuhaalimaittunut. Numiktirijit havakpaktut iliharviinni, anniarviinni, katimajuni, katimarjuaqtuniluunniit. Nangippagluhi pinnguaritti hulidjuhiinnik numiktirijit?”

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.



“Hunat alianarnahugivigit ajurnarnahugivigillu numiktirijiugiami?”

LESSON PLAN: PEOPLE WORKING

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



“Uumajunik naunaiqhajit nalunaqtuqhiuqtit. Ihivriughugit uumajut ukua huradja nauttiallu. Ihivriughugit hilarjuami avatiptingnilu. Amigaittut nalunaijaivaktut kangiqhittiarnahuaqhugillu. Havakpagungnaqhijut ihivriurviinni aanniarvingniluunniit havagvigjuaniluunniit. Ilangit naunaiqhajit ihivriughivaktut maniqqami. Imaatut, naunaiqhajit ihivriupagait nauttianik maniqqami havakpaktut. Nangippagluhi pinnguaritti hulidjuhiinik naunaiqhajit?”

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.



“Hunat alianarnahugivigit ajurnarnahugivigillu naunaiqhajiujaami?”

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



“Angunahuaqtit ajuidjuhitik atuqpagait niqikhaqhiuriamingni. Ikajuqpagait inuit nunamingmi pajuktuivakhutik angujamingnik kitkunnuliqaak. Atuqpagait qaujimatik uumajutigut, nunakkut, hilapta qanuriningagullu aallanguqtirniagut. Ajuitatik qaujimatiglu tunivagait kitkunnuliqaak. Akiliqtuqtaunngitkaluaqhutik, havaangat ikpingnaqpiaqtut nunagijaptingnut. Nangippagluhi pinnguaritti hulidjuhiinik angunahuaqtit?”

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



“Hunat alianarnahugivigit ajurnarnahugivigillu angunahuaqtijujaami?”

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



“Ilihajit ilihaqtut ikajuqpagait ajuiqhariangita. Amihut ilihajit iliharvingni havakpaktut. Ajuiqhaudjiblutik taiguarnikkut, titirarnikkut, kihittitinikkut, ingilraanittanik, aallaniglu ajuiqhaqtaujukhanik. Ilihautijatit apiqhuitquvagait ihumaliurutitiglu atuqublugit. Ilainnait ilihajit havakpaktut iliharviinni, Ilihajit humiliqaak ittut nunaptingni. Ukuat angajuqqaavut, ilagijavut, inirnikhaat, nuatqativut, hivulliuqtiillu ukua ilainnait. Nangippagluhi pinnguaritti hulidjuhiinik ilihajit?”

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



“Hunat alianarnahugivigit ajurnarnahugivigillu ilihajijujaami?”

LESSON PLAN: PEOPLE WORKING

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

 **“Kiinaujalirittiaqtit naunaqhimanahuaqpaktut qanuq kialiquaak havagviilluunniit man’ngit atuqtauvauhiit. Havagviillu. Ilangit inuit nanminiaqqtut havagviillu havaktigivagait kiinaujalirittiaqtit ikajuriangita naunaqhimapkaiblutik qanuraaluk manikhaqpagiakhait akiliqtuivagiakhaillu. Kiinaujalirittiaqtit aqqiktuidjariktut hulijamingnik kihittitittiajukhutigli. Nangippagluhi pinnguaritti hulidjuhiinnik kiinaujalirittiaqtit?”**

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

 **“Hunat alianarnahugivigit ajurnarnahugivigillu kiinaujalirijujaami?”**

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

 **“Munaqhit ikajuqpagait inuit aanniaqtut aanniqhimaajulluunniit. Ikajuqpagaiillu ilihautiblugit aanniaqtailidjuhikhainik. Munaqhit havakpaktut munaqhiqarviinni aanniarvingniluunniit. Ilaani aimaviinnut pulaaqtaqpaktut. Munaqhit ajuiqhaqpaktut qaffini ukiuni ajuriamingni. Ilangit ubluummat havakpaktut ilangittauq unnugaangat havakpaktut. Nangippagluhi pinnguaritti hulidjuhiinnik munaqhit?”**

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

 **“Hunat alianarnahugivigit ajurnarnahugivigillu munaqhiujaami?”**

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

 **“Hunakhaliugakhaliuqtit ihumamingnit hunavaluliuqhutik ihumaliuruhirmingnit. Titiraujaqhutik ihumagijamingnik. Aallatqiinik hunakhaliugakhaliuqtiqaqtuq. Ilangit nutaanik aannuraakhaliuqtiublutik pualukhaliuqtiublutigliunniit. Ihumagijaqtatik tautuktuujaarnaqhigaangat hanajauvaktut, hunakhaliugakhaliuqtip ihumagijaatut. Nangippagluhi pinnguaritti hulidjuhiinnik hunakhaliugakhaliuqtit?”**

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

 **“Hunat alianarnahugivigit ajurnarnahugivigillu hunakhaliugakhaliutiujaami?”**

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.