

Ինչպես շահագործել
Smoke Free

Smoke Free



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Literacy Centre

What is a literacy centre?

A literacy centre is an area of the classroom where a small group of students can do a set activity to practise literacy skills. Literacy centres allow teachers to work with small groups of students in guided reading and guided writing sessions. While teachers are working with these students, the rest of the students can work on independent or small-group activities at literacy centres set up around the classroom. The activities allow students to practise a variety of literacy skills on a regular basis. Literacy centres provide meaningful, interesting, and appropriately challenging literacy activities that promote the active engagement of all students in literacy learning.

Before students begin working at a literacy centre, teachers need to provide them with direct instruction about how to use the centre. Students should not be asked to work on new skills at the centre. For example, if students are expected to do a sorting activity at a literacy centre, they should have been taught previously, in a whole-class or small-group lesson, how to do sorting activities.

About this literacy centre

The four activities at this temporary literacy centre are connected to the video ᐱᓐᓂᓐᓂᓐᓂᓐᓂᓐ (*Smoke Free*). Each time students begin an activity at this centre, they should first watch the video. Students will watch the video **four times** because they will be completing **four activities** related to this video.

These activities help students practise comprehension skills, build vocabulary, and review healthy living messages.

Students should complete one activity each time they visit this literacy centre. Since there are **four activities** at this literacy centre, this centre is designed for each student to visit at least **four times**. If students do not finish the activity at the literacy centre on his or her first visit, he or she can complete the activity the next time he or she visits the literacy centre.

The reproducible resources for each of the four activities are to be photocopied as one booklet for each student. Having the reproducible pages together in one booklet will allow students to easily refer back to previous activities they have completed for the same video.

Have students write their name on the cover when they first get their booklet.

The activities for this literacy centre are:

- ᐱᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᐱᓐᓂᓐ (Smoking and Your Health)
- ᐱᓐᓂᓐ ᐱᓐᓂᓐ (Sakku and Tapisa)
- ᐱᓐᓂᓐ ᐱᓐᓂᓐ ᐱᓐᓂᓐᓂᓐᓂᓐ? (How Does Sakku Feel?)
- ᐱᓐᓂᓐᓂᓐᓂᓐᓂᓐ ᐱᓐᓂᓐ (Viewer Response)

TEACHING TIP

USB The video ᐱᓐᓂᓐᓂᓐᓂᓐᓂᓐᓂᓐ (*Smoke Free*) can be found on the **Inuktitut Titiqqiriniq media USB drive**. You will need one tablet or computer for each group of students to watch the video on. Or, you can share the tablet or computer with multiple groups of students depending on the resources you have in your classroom.

Preparing for the literacy centre

The video at this centre covers the topic of tobacco reduction. You may wish to watch the video as a whole class before having students complete the literacy centre activities independently. This will allow you to introduce the topic in a guided way, so students feel comfortable working with this topic independently at the literacy centre.

Before watching the video as a class, you can do the following:

- Briefly describe to students what the video is about.
- Have students share what they already know about the topic and what they would like to learn about the topic.
- Have students make predictions about what might happen in the video.

Before breaking students into groups, explain each activity at this literacy centre. You can follow the steps that are included in this package and give students a chance to ask questions if they do not understand the steps.

TEACHING TIP

Use the tracking sheet included at the end of this package to keep track of which students have visited and completed which activities at this literacy centre.

After watching the video as a class, you can ask students the following questions:

- What happened in the video?
- How did the characters in the video behave? How did they feel? Why?
- What lessons can we learn from the video?
- Did you hear any new words you had not heard before in the video?
- Did you like the video? Why or why not?
- Did the video remind you of any experiences you have had, other videos you have watched, or books you have read?

After the literacy centre

After students have completed the literacy centre activities, you may wish to discuss the topic with the whole class once more. This will allow students to talk about the literacy skills they practised and the healthy living messages they learned about.



ገጅናኔኤርሞጮጮ Smoke Free

Purpose

Students respond to the video ገጅናኔኤርሞጮጮ (Smoke Free) in order to think about the negative health effects of smoking and about how friends can help each other not to smoke. Students will complete independent writing activities in response to the video.

Materials

- Video: ገጅናኔኤርሞጮጮ (Smoke Free)
- Tablet or computer
- Pencils and colouring utensils
- Reproducibles booklet:
 - ገሥርጻኔኤርሞጮ ስፍራ (Smoking and Your Health)
 - ካሪ ርላካ (Sakku and Tapisa)
 - ካሪ ካሪ ልክላላው? (How Does Sakku Feel?)
 - ርዕሰ ነገር ጸሁፊ (Viewer Response)

TEACHING TIP

Show students how to check off each activity on the cover page of their booklet as they complete the activity.



- ገሥርጻኔኤርሞጮ ስፍራ
- ካሪ ርላካ
- ካሪ ካሪ ልክላላው?
- ርዕሰ ነገር ጸሁፊ



Instructions

Students can complete these activities in any order. You can read these instructions to students before they begin working on the activities.

ᠢᠰᠤᠨᠴᠤᠨᠠᠨᠠᠭᠤᠨ ᠨᠢᠴᠤᠨᠠᠭᠤᠨ (Smoking and Your Health)

Classifying and writing

1. Watch the video ᠠᠵᠢᠨᠵᠢᠨᠠᠨᠠᠭᠤᠨ (*Smoke Free*) on the tablet or computer.
2. In section 1 of the ᠢᠰᠤᠨᠴᠤᠨᠠᠨᠠᠭᠤᠨ ᠨᠢᠴᠤᠨᠠᠭᠤᠨ (*Smoking and Your Health*) worksheet, draw an X through the pictures that describe things that are bad for your health.
3. In section 2 of the worksheet, draw an X through the pictures that show how smoking is bad for your health.
4. In section 3 of the worksheet, draw a picture of another way that smoking is bad for your health. Then write a sentence about your picture.
5. Colour in the pictures.

ᠰᠠᠴᠤᠨ ᠴᠠᠯᠠᠭᠤᠨ (Sakku and Tapisa)

Drawing and writing

1. Watch the video ᠠᠵᠢᠨᠵᠢᠨᠠᠨᠠᠭᠤᠨ (*Smoke Free*) on the tablet or computer.
2. On the ᠰᠠᠴᠤᠨ ᠴᠠᠯᠠᠭᠤᠨ (*Sakku and Tapisa*) worksheet, draw a picture of Sakku and Tapisa doing another activity that they will need healthy lungs to do.
3. Write a sentence about how Sakku and Tapisa use their healthy lungs for this activity.
4. Colour in your picture.

ᠰᠠᠴᠤᠨ ᠰᠠᠴᠤᠨ ᠠᠨᠠᠭᠤᠨᠠᠭᠤᠨ? (How Does Sakku Feel?)

Drawing and writing

1. Watch the video ᠠᠵᠢᠨᠵᠢᠨᠠᠨᠠᠭᠤᠨ (*Smoke Free*) on the tablet or computer.
2. On the ᠰᠠᠴᠤᠨ ᠰᠠᠴᠤᠨ ᠠᠨᠠᠭᠤᠨᠠᠭᠤᠨ? (*How Does Sakku Feel?*) worksheet, draw a picture and answer the question about how smoking made Sakku feel.
3. Draw a picture and answer the question about how Sakku felt when he stopped smoking.
4. Colour in your pictures.

ᠴᠠᠳᠠᠭᠤᠨᠠᠨᠠᠭᠤᠨ ᠵᠢᠨᠠᠭᠤᠨᠠᠭᠤᠨ (Viewer Response)

Drawing and writing

1. Watch the video ᠠᠵᠢᠨᠵᠢᠨᠠᠨᠠᠭᠤᠨ (*Smoke Free*) on the tablet or computer.
2. On the ᠴᠠᠳᠠᠭᠤᠨᠠᠨᠠᠭᠤᠨ ᠵᠢᠨᠠᠭᠤᠨᠠᠭᠤᠨ (*Viewer Response*) worksheet, draw a picture of an activity that you need healthy lungs to do.
3. Write a sentence about your picture.
4. Colour in your picture.

TEACHING TIP

If students finish an activity early, they can colour in the cover of their booklet.

Tracking Sheet for Teachers

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(SMOKE FREE)

Student Names	ᐱᕐᔭᕐᔭᕐᔭᕐᔭᕐᔭᕐᔭᕐᔭ (Smoking and Your Health)	ᕐᔭᕐᔭ ᐱᕐᔭᕐᔭ ᐱᕐᔭᕐᔭ (Sakku and Tapisa)	ᕐᔭᕐᔭ ᕐᔭᕐᔭ ᐱᕐᔭᕐᔭᔭᕐᔭ (How Does Sakku Feel?)	ᐱᕐᔭᕐᔭᕐᔭᕐᔭᕐᔭᕐᔭ (Viewer Response)

ᐱᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ



- ᐱᓞᐱᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᐃᑦᑭᑦ
- ᐱᑦᑭᑦ ᑕᐱᓞᑭᑦ
- ᐱᓞᐱᑦ ᐱᑦᑭᑦ ᐱᑦᐱᑦᑭᑦᑭᑦᑭᑦ?
- ᐱᓞᐱᑦᑭᑦᑭᑦᑭᑦᑭᑦ ᐱᓞᐱᑦᑭᑦ

ᐃᐃᑦᑭᑦᑭᑦᑭᑦᑭᑦᑭᑦ
ᐱᓞᐱᑦᑭᑦ
ᐱᓞᐱᑦᑭᑦᑭᑦᑭᑦᑭᑦ!

ᐊᑎᓃᑦ: _____

ᑭᓂᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᑎᑦᑦᑦ

1. ᑎᑎᑦᑎᑦ ᐱ ᐊᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᐱᐅᑦᑎᑦᐅᑦᐅᑦ ᑎᑦᑦᑦ.



ᑭᓂᑦᐅᑦᐅᑦᐅᑦᐅᑦ

ᐱᑭᓃᑦᐅᑦᐅᑦᐅᑦ

ᐅᑦᐅᑦᐅᑦᐅᑦᐅᑦ

ᑭᓂᑦᐅᑦ

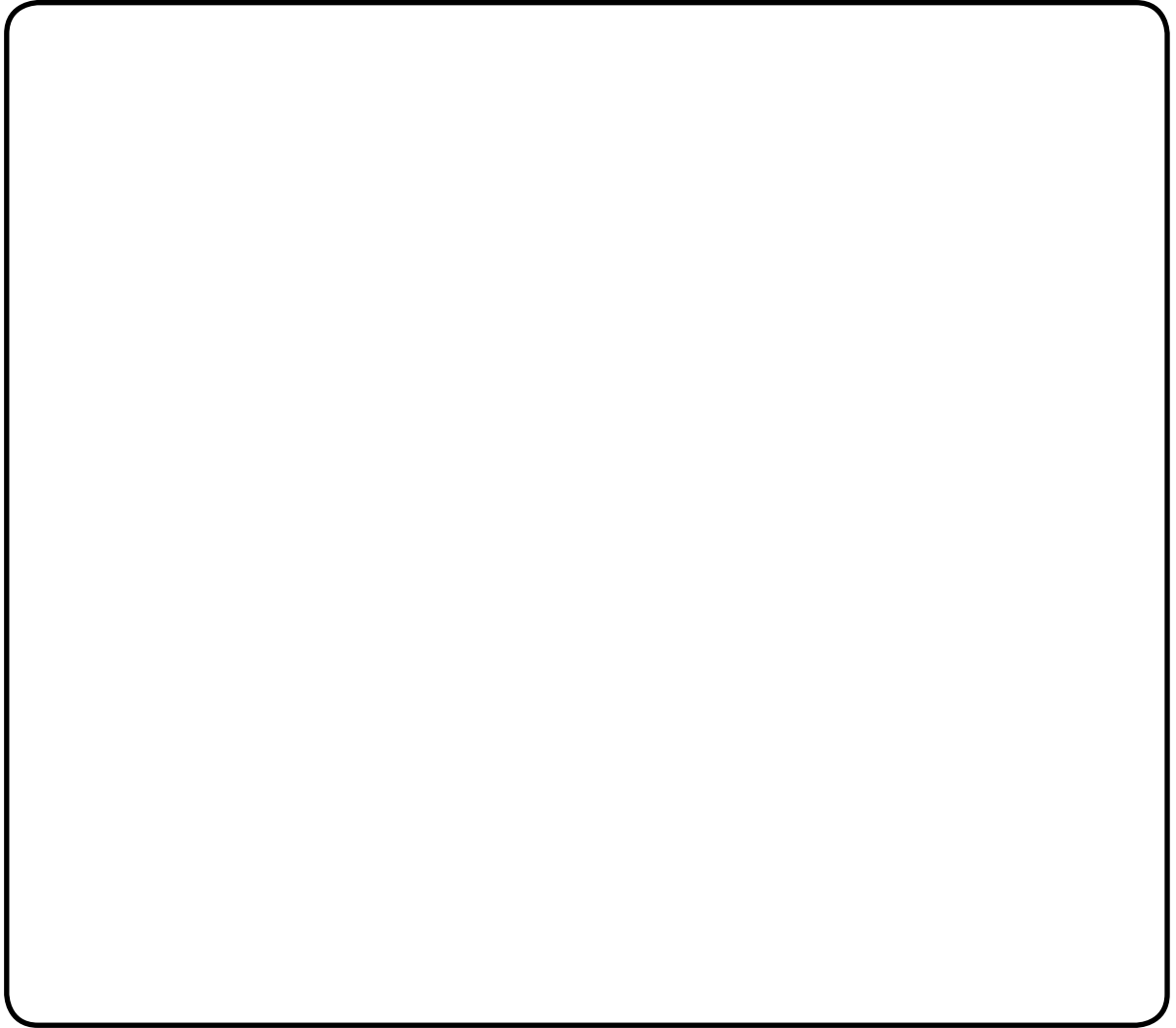
ᑭᓂᑦ

2. ᑎᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᑦᐅᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᑭᓂᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᑎᑦᑦᑦ ᐱᐅᑦᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦ. ᑎᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᑎᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦᐅᑦ.

ᐱᓂᓃᓂ: _____

ᐱᓂᓃ ᐱᓂᓃ

1. ᓂᓂᓃᐱᓂᓃ ᐱᓂᓃᐱᓂᓃ ᐱᓂᓃᐱᓂᓃ ᐱᓂᓃᐱᓂᓃ ᐱᓂᓃᐱᓂᓃ ᐱᓂᓃᐱᓂᓃ.



2. ᓂᓂᓃᐱᓂᓃᐱᓂᓃ ᓂᓂᓃᐱᓂᓃᐱᓂᓃ.

Name: _____

Smoke Free



- Smoking and Your Health
- Sakku and Tapisa
- How Does Sakku Feel?
- Viewer Response

Check off each activity when you have finished it!

Name: _____

Smoking and Your Health

1. Draw an X through the pictures that describe things that are bad for your health.



smoking

vegetables

exercise

cigarettes

sleeping

2. Draw a picture in the box that shows another way that smoking is bad for your health.
Write a sentence about your picture.

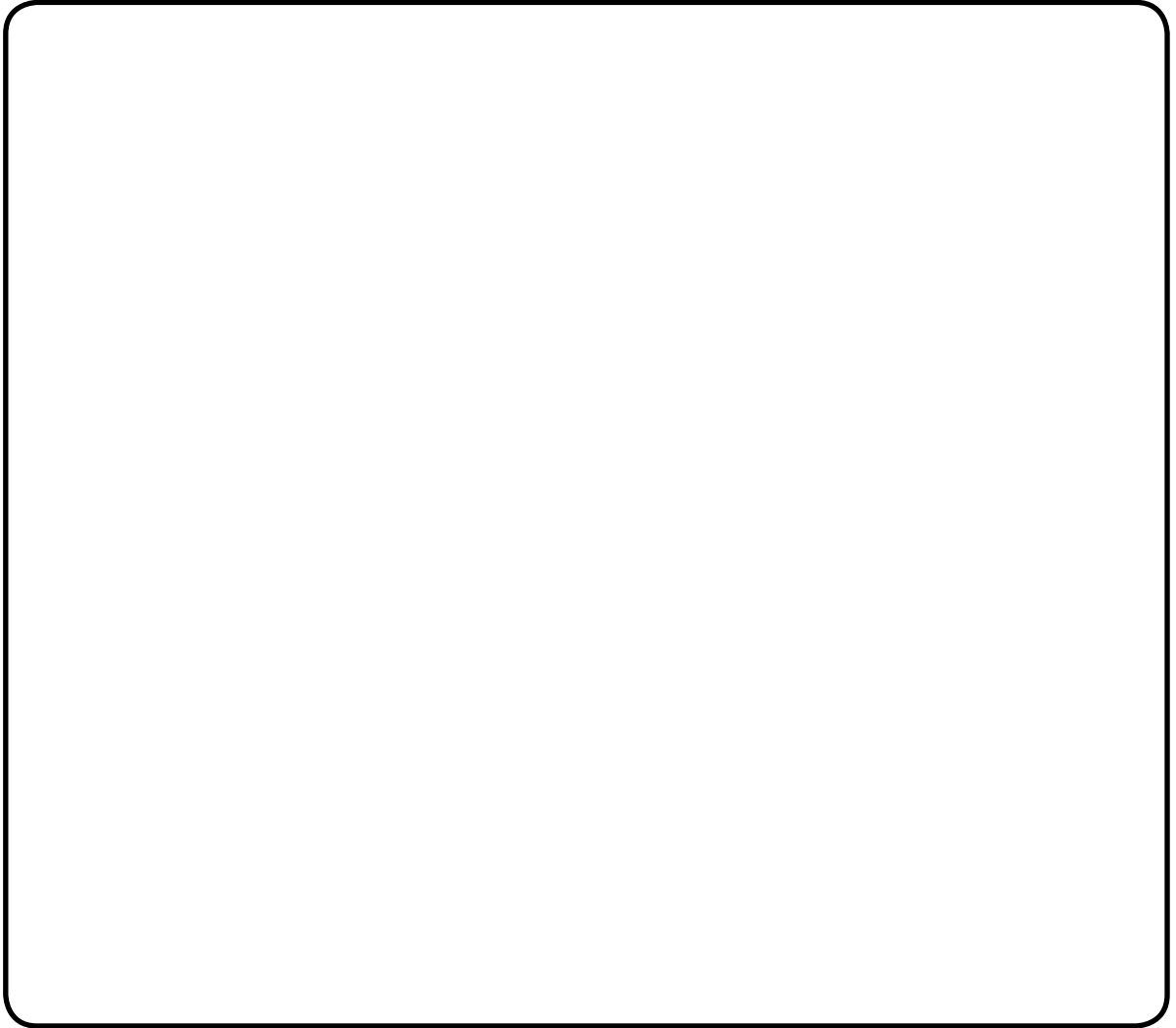


Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting.

Name: _____

Sakku and Tapisa

1. Draw a picture of Sakku and Tapisa doing an activity that they need healthy lungs to do.

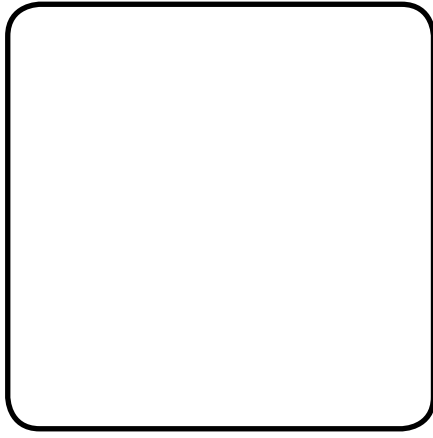


2. Write a sentence about your picture.

Name: _____

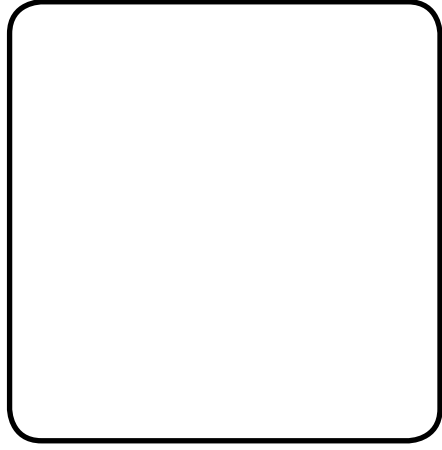
How Does Sakku Feel?

1. Draw a picture to show how Sakku felt when he smoked. Then write a sentence to answer the question below.



How did Sakku feel when he smoked?

2. Draw a picture to show how Sakku felt when he stopped smoking. Then write a sentence to answer the question below.



How did Sakku feel when he stopped smoking?

Name: _____

Viewer Response

1. Draw a picture of yourself doing an activity that you need healthy lungs to do.



2. Write a sentence about your picture.

