







Takuttalirilli! Issue 11 Teacher Resource Sheet

This *Takuttalirilli!* Teacher Resource Sheet provides support for *Takuttalirilli!* issue 11. You can use it along with the general support provided in the *Takuttalirilli! Teacher Resource*. For each selection, this resource sheet notes:

-  The type of selection
-  Some vocabulary that may challenge students
-  Important concepts and themes
-  Possible activities

Following the notes on each selection, you will find an activity suggestion for <TK>.

Our World

Storytelling in *Kiinalik: These Sharp Tools* (pg x-x)













-  theatre review
 -  <TK>
 -  different types of storytelling, Greenlandic mask dancing, theatre
 -  Have students choose a story told in one way, like a book or movie, and think about how it could be told in a very different way, like a podcast or drum dance.
- Note:** This is a review of a play written by two storytellers, one from Greenland and one from Toronto. The play combines many different types of storytelling, including dance, photography and video, and music. A special box includes information about Qaggiavuut! Society in Nunavut.

Photo Essay: Northern Lights around the Solar System (pg x-x)





-  photo essay
 -  <TK>
 -  northern lights on Earth and other planets
 -  Have students summarize the article in three to five key points.
- Note:** This photo essay shows northern lights in different parts of Earth and even on other planets. They are called the northern lights in the Arctic but they have other names elsewhere. Students might be surprised to learn that northern lights can be seen from space and even on other planets.

The Art of Printmaking (pg x-x)





-  information article
 -  <TK>
 -  how prints are made, stone-cut and stencil printmaking, printmaking around the world
 -  Have students experiment with printmaking. Have them make stencil prints by cutting shapes out of paper and block prints by carving potatoes.
- Note:** This article gives information about printmaking in Nunavut and other places in the world. It explains how prints are made and the difference between stone-cut and stencil prints. A special box gives information about how prints are made in India and Japan.

Our Land

Marvellous Muskox Chili (pg x-x)





-  recipe
 -  <TK>
 -  country food, health benefits of muskox
 -  Have students visit the local store and figure out how much the ingredients for muskox chili would cost.
- Note:** After introducing some of the health benefits of muskox, this article provides a recipe for chili with muskox. Ask students to identify different parts of the recipe, such as the ingredients list, instructions, and optional notes.

Communities Working Together to Reduce Tobacco Use (pg x-x)





-  information article
 -  <TK>
 -  community programs to encourage tobacco reduction, health problems associated with tobacco, tips for quitting smoking
 -  Have students write a proposal for a new program aimed at reducing tobacco use in their community.
- Note:** This article profiles different programs across Nunavut that have the goal of helping people quit or reduce smoking. Some programs focus on fitness, and others on traditional skills. All the programs encourage people to keep busy to encourage them not to smoke. The article also gives some information about why smoking is not healthy.

Our Culture


Elijah and Elisapee: Elisapee Lights the Qulliq (pg x-x)

-  comic
 -  <TK>
 -  how to light a qulliq, traditional use of the qulliq
 -  Invite an Elder or community member into your classroom to teach students how to light a qulliq.
- Note:** In this edition of the Elijah and Elisapee comic, Elisapee's grandmother teaches Elisapee how to light a qulliq. She also tells some of her memories of the qulliq when she was growing up. Discuss with students how the qulliq was traditionally a practical object, but it is now mostly used for other reasons, such as to open ceremonies. Talk about why that might be.

Northern Beats: Mister from Iglulik (pg x-x)


-  music profile
 -  <TK>
 -  music as a way to help the community
 -  Have students listen to the album *Iqippagit* and write a review of it.
- Note:** This article profiles Mister, a musician from Iglulik. He performs by himself and also with the bands *Iqippagit* and *Nutarait*. If students aren't familiar with his music, you might want to play some of it, which can be found on iTunes or YouTube.

Pisiqurniq Nunattinni (pg x-x)

 information article


 <TK>

 traditional Inuit music, drum dancing, music as a way to share information


 Ask students to imagine they were gathering in a qaggiq. Ask students: What special event in your life would you want to share in a song?


Note: This article is about traditional singing and drum dancing in Inuit culture. It also talks about how modern Inuit are keeping these traditional arts alive. The article explains that music had different purposes, like sharing stories and showing love and encouragement.

Where to Find Inuit Arts and Crafts across Canada (pg x-x)

 information article

 <TK>


 art galleries, Inuit art shown in the North and south

 Ask students to imagine they were working as curators and write a museum label for a piece of art. They can choose any kind of art they like.


Note: This article lists some different places across northern and southern Canada that sell Inuit arts and crafts. It gives information about some special kinds of art, like the packing dolls made in Taloyoak and the Pang hat from Pangnirtung.


Our Selves

Youth Perspective: Three Indigenous Artists (pg x-x)

 youth perspectives


 <TK>

 different kinds of art, art as activism


 In a shared writing activity, have students answer the question (for each artist): Why does this person make art?


Note: This article profiles three young Indigenous artists. Aija Komangapik is a digital artist from Iqaluit. Emmanuela Shinta is a filmmaker and writer from Indonesia. SlinCraze is a performer from Norway. The article talks about how each artist uses art to express issues that are important to Indigenous people.

I Want to Be a Hairstylist (pg x-x)

 career profile


 <TK>

 how to become a hairstylist, training for hairstyling as a career


 Have students answer the question: What Skills Club would you like to start in our community? Why?


Note: This article gives information about what hairstylists do and how you can train to become a hairstylist. It explains some of the skills you need to be a hairstylist, including obvious ones like knowing how to cut and style hair and less obvious ones like bookkeeping. A special box gives information about a hairstylist in Arviat who goes into people's homes to cut hair.

FAQ: How Does Alcohol Affect the Body? (pg x-x)

 frequently asked questions


 <TK>


 health impacts of alcohol use, safe and unsafe amounts of alcohol, how to stay safe with alcohol


 Read this article as a class and stop periodically to answer questions and discuss the content. After reading, have students answer the question: Why is it important to know the risks involved with drinking alcohol before you do it?


Note: This article answers questions about alcohol. It explains what alcohol does to your body, how much alcohol is safe to drink, and what can happen if you drink unsafe amounts of alcohol. The article also lists some situations in which you should not drink at all. This topic might be difficult for some students. Be sensitive in leading a discussion.

Entrepreneur Spotlight: Kaappittiaq, Nunavut's First Coffee Company (pg x-x)

 entrepreneur spotlight

 <TK>

 entrepreneurship, social enterprises


 Ask students to imagine they were going to start a social enterprise. What would their business offer? What kind of programs would the business support?


Note: This article profiles Kaappittiaq, a coffee company in Cambridge Bay. The company sells coffee and also supports community programs. This kind of company is called a social enterprise. The article also talks about two other social enterprises in Nunavut.


Our Words

Readers' Theatre: Sedna, Mother of Sea Mammals (pg x-x)

 readers' theatre

 <TK>

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 Have students share a version of this story that they know. Then they can compare the versions.

Note: This readers' theatre script tells a version of the story of the mother of sea mammals. Some parts have more lines than others, so think about how confident the learners are about their reading and speaking skills when you assign parts. If students know different versions of this story, ask them to share with the group.