Takuttalirilli! Issue 2
Teacher Resource Sheet

This *Takuttalirilli!* Teacher Resource Sheet provides support for *Takuttalirilli!* issue 2. 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 **debating**.

Our World

Working with Computer Programs and Video Games in the North (pg 2-5)

- information article
- ᐱᖏᓪᓗᓂᒃᑯᖅ (virtual reality), ᖃᕐᓴᐅᔭᓐᓄᑦ (app, application)
- future jobs, job descriptions, how video games are made

Note: This article provides opportunities to discuss video games, possible jobs in this field, terms, and virtual reality (and how it compares with lived reality). As students might have strong opinions about playing video games and virtual reality, it could be a thought-provoking subject for debate or journal writing.

See the **debate** activity on the next page for ways to engage students in speaking about reviews and opinions.

How Astronauts Stay Healthy (pg 6-7)

- information article
- ᓯᓚᐃᓐᓇᖅᑐᑎᒃ (astronaut), ᐅᖅᑯᒪᐃᓐᓂᕆᓐᓂᖅ (weightlessness), ᖃᓄᖅᑕᖅᑎᑕᐅᓯᒪᔪᑦ (satellites), ᑲᐃᓕᑦᑎᓂᖅ (orbit), ᓯᖅᑭᓂᖅᑎᒃ ᑲᐃᓕᑦᑎᔪᑦ (solar system)
- future jobs, mental health, physical health, space exploration, science, loneliness, depression

Note: This article uses the example of an astronaut candidate from Nunavut to talk about physical and mental health. If students are interested in astronauts, you may also direct them to the article "ᐃᓅᓴᓐᓇᖅᐱᑕ ᓄᓇᖅᔪᐊᑦᑕ ᓯᓚᑦᑐᓂᒃ?" ("Could You Live in Outer Space?") in issue 1.

How Does Climate Change Affect Our World? (pg 8-11)

- information article
- ᓯᓚᐅᑦ ᖃᓄᐃᓐᓂᖓ (climate), ᓯᓚᐅᑦ ᐱᐅᓯᖓ (weather), ᓯᓚᐅᑦ ᐊᓯᔪᖅᓯᖃᑦᑕᐊᓂᖓ (climate change), ᕼᐅᓗᑲᐃᓐ (hurricanes)
- climate, environment, science

Note: This science article looks at three examples of the impact of climate change around the world: rising sea levels along coasts, storms and flooding in river valleys, and wildfires.

Frequently Asked Questions: Cyberbullying (pg 12-15)

- Frequently Asked Questions
- ᐊᓯᒥᐅ ᖃᓄᐃᓐᓇᖅᓂᖅ (bullying), ᖃᓗᓇᐅᔭᓄᑦ ᖃᓄᐃᓐᓇᖅᓇᓂᖅ (cyberbullying)
- bullying, harassment, what to do if you or someone you know is being bullied

Note: This article presents ways to get help, including website links and phone numbers. You could ask students to add to the information provided and post it in the classroom. This might be a difficult issue for some students. Be sensitive in leading a discussion, and don't force anyone to speak if they are uncomfortable. If a student says something that concerns you, speak with the student in private afterward.

Our Land

Wrestling in Nunavut (pg 16-17)

- information article
- ᐱᓕᒪᓴᖅ (training), ᐱᔨᓗᐊᑐᐊᖅ (challenged)
- sports, training for athletic goals, healthy living

Note: This article uses terms that relate to the sport of wrestling (takedowns, pins, WWE or World Wrestling Entertainment). Students who know about the sport can help define the terms for others, or students could research the subject online.

Fishing for the Perfect Opportunity: Fisheries Jobs in Nunavut (pg 18-21)

- career profile
- ᐃᖅᓄᑕᓗᓂᓄᑦ (fisheries industry), ᐃᖅᓄᑐᒻᓯᐊᖏᓐᓄᓂᓄᑦ ᐃᖅᓄᑦᑕᐊᖅᑎᓴᑦ (inshore fisheries), ᐃᖅᓄᑕᓗᓂᓄᑦ ᑕᓗᐅᖅᑎᐅᑕᖅᓂᓄᑦ (offshore fisheries), ᐊᐅᓪᓚᐅᓯᓗᓇ (mechanic), ᐅᒥᐊᖅᐸᐊᖅᒥ ᐱᑕᓗᓇ (deckhand), ᐅᒥᐊᖅᐸᐊᖅᒥ ᐃᑲᔪᖅᑎ (bridge officer), ᖃᓄᐅᔨᓴᖅᑎ (fisheries observer), ᐅᒥᐊᖅᐸᐊᖅᒥᐊᐅᓪᓚᐅᓯᓗᓇ (marine diesel mechanic)
- future jobs, job descriptions, training opportunities, how fish are caught and processed

Note: This article notes ways to learn about jobs in the fisheries industry.

Our Culture

Elijah & Elisapee: Packing for a Boat Trip (pg 22-25)

- comic
- planning and preparing for a boat trip, boat safety

Note: Point out, or have students review, the characteristics of comics and graphic novels: they tell a story in panels of pictures and words (words in speech bubbles, thought bubbles, and narration). Discuss how to read the panels in sequence.

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ᑭᓱᕙᑦ
ᐃᓕᑕᒃᑲ ᓄᑖᑦ?

ᑭᓱᕙᑦ ᓱᓕᔾᔪᑏᑦ
ᐃᑲᔪᖅᓱᐃᔪᑦ
ᐃᓱᒪᑖᕈᑎᒃᓴᒧᑦ?

Timiga, Ikumajuq: A Storytelling Workshop to Help Youth Talk about Sex and Relationships (pg 26-29)

- information article
- ᓄᓕᐊᕐᓂᒃᑯᑦ ᐊᑦᑕᕐᓇᖅᑕᐃᓕᒥᓂᖅ (safer sex)
- healthy relationships, consent, safer sex, emotions, storytelling

Note: This health article describes a way of raising difficult issues through storytelling. For students who might want to seek help about any of these issues, they can refer to the information on page 15. This might be a difficult issue for some students. Be sensitive in leading a discussion, and don't force anyone to speak if they are uncomfortable. If a student says something that concerns you, speak with the student in private afterward.

Northern Beats! Listen to Charlie Panigoniak (pg 30-31)

- music profile
- ᑲᐅᕗᐃ (country music), ᐃᙱᐅᓯᑐᖃᖅ (folk music), ᐱᔭᕐᓂᕈᓐᓃᖅᑐᖅ ᐊᐅᓚᒋᐊᑦᓴᖅ (Parkinson's disease)
- making music, songwriting, supporting Inuktitut language, performing, illness

Note: Students can learn more about Charlie Panigoniak's music by searching online, as recommended in the article.

Gender Identity: Who Are You? (pg 32-35)

- information article
- ᐊᕐᓇᐅᓃᑦ ᐊᖑᑕᐅᓃᓪᓘᓐᓃᑦ (gender identity), ᐃᑲᔪᖅᓱᖅᑕᐅᔪᒪᓂ (support), ᐃᑲᔪᖅᓱᐃᔪᓐᓇᕐᓂᖅ (ally), ᐊᕐᓇᐅᓂᕐᒥᒃ ᐊᖑᑕᐅᓂᕐᒥᒡᓘᓐᓃᑦ ᓴᖅᑭᑉᐸᒃᐳᒍᑦ (gender expression)
- gender identity and understanding who you are

Note: This health article presents and explains many terms and concepts, some of which might be challenging for students and in discussion. Many students can benefit from opportunities to discuss the concepts, but also allow them to write or research privately. This article presents ways to get information and help, including a website link and phone numbers.

Career Spotlight: Mathew Nuqingaq, Jewellery Maker and Artist (pg 36-37)

- career profile
- ᐃᖅᑲᓇᐃᔭᕆᐅᖅᓴᔪᖅ (apprentices), ᖃᓄᖅᑑᕐᓂᖅ (figuring out different ways to succeed), ᐃᓚᒋᔭᐅᓚᐅᖅᑐᖅ (inducted), ᐃᖅᓱᒐᖅ (mace)
- business, entrepreneurship in Nunavut, arts, future jobs, training

Note: This article includes information about a particular person. Using the example of Mathew Nuqingaq, you might want to talk to students about their particular interests or hobbies, and what kinds of jobs they could do that incorporate those interests.

Our Selves

Advice Column: Are My Parents' Problems My Responsibility? (pg 38-40)

- advice column
- ᐃᒥᐊᓗᒃ (alcohol), ᐃᒻᒥᓃᖅ (suicide), ᑲᑕᖓᓗᒃ (depression), ᑲᙱᓇᖅ (embarrassed), ᑎᒍᐊᙱᒍᐊ (foster care), ᐃᓕᓐᓂᐊᕆᐊᖅᑎᑕᐅᔭᕆᐊᖃᖅᐸᓚᐅᖅᓯᒪᔪᓂᒃ (residential school survivors), ᑭᖑᕙᓈᖕᓄᑦ ᐊᒃᓱᕈᕐᓇᐅᑎᑦ (intergenerational trauma), ᒫᒃᑐᓴᓂᖅ (resilience)
- parents' problems, understanding and finding support, dealing with stress, finding a safe space, getting help

Note: This advice column takes the form of a question and answer. On the last page, this article presents ways to get help or to talk about the issue. This might be a difficult issue for some students. Be sensitive in leading a discussion, and don't force anyone to speak if they are uncomfortable. If a student says something that concerns you, speak with the student in private afterward.

Debate

A debate involves discussing a topic from two different perspectives. A debate can be very informal, very formal, or somewhere in between. For example, in an informal debate, one group of students might argue that virtual reality, can be as good as living that reality and another group of students could argue against that idea. In all debates, students benefit from researching the topic in advance, thinking about the topic from different perspectives, preparing to state an opinion and support it, and listening carefully to other perspectives.

For any topic to be debated, encourage students to narrow their topic first, then prepare their arguments and support, and listen carefully throughout the debate. Later, the students can discuss what they learned from the debate—both about the subject and about how they can present their ideas.