Takuttalirilli! Issue 5
Teacher Resource Sheet

This *Takuttalirilli!* Teacher Resource Sheet provides support for *Takuttalirilli!* issue 5. 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 **having a guest speaker.**

Our World

Movie review: *Angry Inuk* (pg 2-3)

movie review

ᓯᓚᕐᔾᔨᖅ ᐅᓂᒃᑲᖅ (documentary), ᓯᐅᓚᖅᑎᑦ ᐊᑐᕐᒥ (European Union), ᓇᑕᖅᑎᑎ ᓴᓗᐊᓯᓚᐅᔪᓂᖅᓱᑦ (activist)

Inuit culture and hunting, sealing, making movies and informing others

Note: The film described in this move review is a documentary, which is a type of film focusing on fact and opinions, rather than a movie presenting a fiction story. If students are interested in seeing the film, they could research how to find it online. You might help them by pointing them to the National Film Board website: www.nfb.ca/film/angry_inuk/

Hockey Quiz (pg 4-5)

quiz

ᑕᑭᓂᖏᑐ (height), ᐃᑲᔪᓂᖅ (assist), ᓇᓗᓇᐃᒃᑯᑕᖅ (artifact)

sports, hockey, NHL, testing knowledge

Note: The text here takes the form of a multiple-choice quiz about hockey and can be a fun example of this kind of test. You may want to work through one question as a group to model how to read this type of text. The answers are provided at the bottom of page 5.

Frequently Asked Questions: Alcohol (pg 6-9)

Frequently Asked Questions

ᓄᖅᑲᑭᓇᐃᓕᓴᓗᑎᒃ (addiction), ᑕᐃᒪᐃᒃᑯᐊᓄᑦ ᖃᓄᐃᑦᑐᔪᓂᐅᖅᓱᖅ (peer pressure), ᐊᖏᑐᓕᖅ (intoxicated), ᖃᑭᐅᓗᑎᒃ (hypothermia), ᖃᑭᑭᑎᓕᕐᓗᑎᒃ (frostbite)

alcohol, alcoholism, addictions, health, mental health

Note: This article shares important information about how alcohol can negatively affect youth in the short and long term. It covers health issues, social issues, and other consequences of drinking, and includes information about peer pressure and how to say no to alcohol. You may wish to read this article as a whole class. 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

Preparing to Hunt on the Land (pg 10-13)

information article

ᖃᑉᓯᒪᕕᖅᑎᑕᐅᓯᒪᔪᒃᑯᑦ ᐅᖃᐅᓪᓚᐅᑦ (satellite phone), ᑕᒪᒪᓴᒃᑯᑦ (GPS device), ᓇᓂᓴᐅᔨᕐᑎᐅᓯᔪᓇᖅᑐᑎᖅ (tracking device), ᐊᐅᑦᓚᐅᔨᓴᓴ (outfitting), ᐱᐅᓯᑐᖃᖅᖃᖅ (traditional knowledge), ᖃᐅᐅᓕᓂᖅᖃᐅᓪᓚᒃ (experienced)

preparing to go on the land, safety precautions, asking for help

Note: This article presents many opportunities for students to think about who in the community could provide them with help or information. Have students think about who they could approach about the different subjects raised, such as firearm safety and how to stay in touch.

See the **having a guest speaker** activity on the next page.

Uluit Big and Small (pg 14-17)

photo essay

ᐅᓗ (ulu)

traditional knowledge, uluit, tools, photos

Note: This photo essay shows different kinds of uluit and talks about where they come from and why they are used. Have students think about the kinds of traditional tools they or people they know use, such as uluit, saliguut, and snow knives. Have students draw or gather images of these tools and present them in a poster.

See the **having a guest speaker** activity on the next page.

Make Your Own Pizza! (pg 18-19)

recipe

ᓄᖅᑭᖏᓚᐅᑎ (protein), ᐅᖃᓕᖅ (fatty acids), ᕿᐃᑕᒥᵃ (vitamin), ᓴᑕᑐ ᐸᓪᐅᒍᖅ (pita bread), ᐃᑌ ᖃᑦᑕᒧᒍᖅ (broil), ᐱᖃᑉᓇᓴᓕᑐᑦ (potluck)

food, cooking, making healthy food

Note: Students might wish to share other recipes they make at home or other ways they like to prepare country foods.

Our Culture

Elijah & Elisapee: Hunting at an Aglu (pg 20-23)

comic

ᐊᒃᓗ (aglu), ᓯᓪᓗᑦᑐᖃᓯᐅᑦ ᐅᖃᐅᓪᓚᐅᑦ (satellite phone), ᑕᒪᒪᓴᒃᑯᑎ (spot device), ᐅᖅᓴᖃᓯᑎᐊᖃᖅ (alert), ᖃᑯᑭᓪᐊᖅᓴᐃᒃᑯᑕ (safety [referring to the mechanism on the rifle])

hunting on the ice, learning from others, safety on the ice, hunting seal, sharing food

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). Have students think about the advantages and disadvantages of using a comic to tell a story. Have students think about the comic and what key lessons they can take from it. Some key lessons include always being prepared and keeping the safety on your rifle until you are ready to shoot.

ᖃᐅᔨᓴᐃᓂᖅ

ᓇᒻᒥᓂᖅ
ᐊᐱᕆᓗᑎᑦ:

ᑐᑭᓯᕙᕋ?

ᓇᑭ
ᓇᓂᓯᓂᐊᖅᐳᖓ
ᑭᐅᔾᔪᓯᓂᑦ
ᐊᐱᖅᑯᑎᓐᓄᑦ?

Artcirq: More Than Just a Circus (pg 24-25)

information article

ᖁᙱᐊᒐᖅ (circus), ᐃᒻᒥᓃᖅ (suicide), ᐃᓕᓐᓂᐊᖅ (workshops), ᐊᒃᓱᕈᕐᓇᖅᑐᒃᑯᕈᑎᒋᓯᒪᔭᒥᖕᓂᒃ (traumatic), ᐃᓪᓗᑭᓵᖅ (juggling), ᐃᖃᐃᑦᑐᓂᒃ (acrobatics)

suicide, healing, mental health, physical activity, teamwork, creative expression

Note: This article mentions many different locations. Help readers locate them on a map or globe: Iglulik; Montreal, Canada; and Mali, Africa. Have students write journal entries in response to the article. 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 Northern Haze (pg 26-27)

music profile

ᖃᑎᑐᓂᖅᓴᒥᒃ ᑯᑭᑦᑕᐹᖅ (bass), ᑯᑭᑦᑕᐹᖅ (electric), ᓴᓇᕕᒻᒥ (shop class), ᐊᔾᔭᖅ (a-ja-ja songs), ᐃᓅᔪᓐᓇᐃᖅ (passed away), ᓂᐱᓕᐅᖅ (record label)

Inuit music and culture, music in Nunavut, making and listening to music

Note: This text can be used to inspire readers to write responses to the article or discuss their own dreams with the group.

My First Job (pg 28-31)

information article

ᑎᑎᕋᕐᓗᑎᓪᓗᓐᓃᑦ ᐃᖅᓇᐃᔭᖅᓯᒪᓂᕆᔭᕐᓂᒃ (resume), ᐊᑭᓕᖅᓱᖅᑕᐅᓇᑎᑦ ᐃᑲᔪᕐᕕᒋᓯᒪᔭᑎᑦ (volunteer work), ᑭᑭᐊᓕᖕᒧᑦ ᐅᓯᓕᖅᓱᐃᔨᐅᓪᓗᖓ (forklift operator), ᐃᖅᑲᓇᐃᔭᕈᓐᓇᐅᑎ (social insurance number)

jobs, school, training, interests and hobbies

Note: This article shares real-life stories from Nunavummiut about how they got their first job, what they liked about the job, and how it helped them in the job they have today.

See the **having a guest speaker** activity on this page.

Our Selves

Advice Column: Pregnancy and Contraception (pg 32-35)

advice column

ᓯᖓᐃ (pregnant), ᓯᖓᐃᓕᖅᑕᐃᓕᒪᔾᔪᑎᓂᒃ (contraceptives), ᐃᔾᔭᒐᑦ (birth control pills), ᖁᐱᕐᕆ (sexually transmitted infections), ᓄᓕᐊᕐᓂᕐᒥᒃ ᐊᑐᖃᑦᑕᕈᕕᑦ (sexually active), ᐅᓱᖕᒧᑦ ᐳᖅ (condom), ᐊᖏᕈᑎᖃᕐᓂᖅ (consent)

sex, pregnancy, protected and unprotected sex, contraception, healthy relationships, consent, sexual violence

Note: The article uses and defines many terms. Discuss terms with the students and point out the advice at the end of the article about finding more information and support.

Career Spotlight: Working in Nunavut's Marine Industries (pg 36-39)

career profile

ᑮᓇᐅᔭᓕᐅᕋᓱᐊᕈᑕᐅᔪᓐᓇᖅᑐᓂᒃ ᐃᖃᓗᓕᕆᓂᕐᒥ (commercial fishing industry), ᓄᓇᐅᑉ ᖃᓂᒋᔾᔭᓂ ᐃᒪᕕᒃᒥᓗᓐᓃᑦ (onshore), ᑕᕆᐅᕐᒥ ᐃᖅᑲᓇᐃᔾᔭᖅ (offshore), ᐅᓯᑲᖅᑕᖅᑎ (cargo shipping), ᐃᒪᕕᖕᒥ ᐃᖅᑲᓇᐃᔾᖑᕙᒃᑐᑦ (marine industry), ᑕᒻᒪᕆᒃᑯᑎᓕᕆᓂᖅ (navigation), ᖃᕆᓴᐅᔭᒃᑯᑦ ᐃᓕᓐᓂᐊᖅᑎᑕᐅᔪᓐᓇᕐᓂᖅ (computer simulator), ᑎᓂᑦᑕᕐᓃᑦ ᐅᓕᑦᑕᕐᓂᓪᓗ (tides), ᐃᖏᕐᕋᓃᑦ (currents), ᐃᖅᑲᓇᐃᔭᖃᑦᑕᖅᓯᒪᔭᕕᑦ ᓇᓗᓇᐃᖅᑕᐅᕙᓪᓕᐊᓂᖕᒋᑦ (resume)

job opportunities on the ocean, the marine industry, training program to learn about the industry

See the **having a guest speaker** activity below.

Having a Guest Speaker

Students benefit from having an elder or other community member come talk to the class. If you know an elder or other community member who could speak about a particular topic raised in the magazine, arrange to have them come to class to speak with students.

Brainstorm questions to ask the speaker with students. Use the question starters *who, what, where, when, how, and why* as prompts for students to think of questions. Send them to the speaker in advance.

Have one or two volunteers prepare an introduction for the speaker. Have different volunteers formally thank the guest after the discussion.