Takuttalirilli! Issue 7
Teacher Resource Sheet

This *Takuttalirilli!* Teacher Resource Sheet provides support for *Takuttalirilli!* issue 7. 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 activity suggestions for **presenting readers' theatre**.

Our World

Movie Review: *Qapirangajuq: Inuit Knowledge and Climate Change* (pg 2-3)

movie review

ᓯᓚᕐᓴᖅ ᑕᖅᓱᖏᓪᓗᓯᒪᔪᖅ (documentary), ᓯᓚᐅᔨ ᐊᓯᔨᓴᖅᐸᑦᓚᐊᓂᖏᓐᓄᑦ (climate change), ᐊᐢᔨᓚᐅᓗᓴᔨᒃ (directors), ᑭᒃᓚᓯᓂᐊᖅᑎ (scientist), ᓯᓚᑲᑐᖅᓴᖏᓐᓄᓪᔪᐊᖅ (university)

climate change, traditional knowledge of elders, movies and movie-making

Note: Help readers locate on a map the different locations that are mentioned: Iglulik, Arviat, Panniqtuuq, Qausuittuq and Winnipeg. If students are interested in seeing the movie, they could research it online. You might also refer them to the article in *Takuttalirilli!* issue 4 about *Maliglutit (Searchers)*, another film by Zacharias Kunuk.

Soccer around the World (pg 4-7)

photo essay

ᐃᓯᒪᐅᐅᔭᖅᑲᖅᓇᑎᒃ (barefoot), ᐱᓕᔪᐊᖅᕿᐊᓗᒃ (stadium), ᓴᓕᑭᑎᓴᑕᐅᔨᖅ (strengthen), ᓄᑭ (muscles), ᐊᐅᓪᓴᓗᓕᓕᑭᑎᓴᔨᐅᔨᔭᑕ (coordination), ᖃᑭᑎᒥ (concrete)

sports, soccer as played in countries around the world, similarities and differences

Note: Help students locate on the map or on a globe the countries and regions that are noted in the photo essay: Benin, Africa; Peru, South America; Germany, Europe; Ukraine, Europe; Iran, Asia; Venezuela, South America; and Greenland.

Frequently Asked Questions: Firearm Safety (pg 8-9)

Frequently Asked Questions

ᖃᑯᑭᐅᑎᑦ (firearm), ᐃᓗᓐᓴᖅ (unload), ᓯᓇᵇᑦᑕ (ammunition), ᐸᑭᓂᕕᐃ (trigger), ᐸᓕᓚᐃᑭᑎ (cable lock), ᑭᵇ (bolt), ᐸᓕᓚᐃᖅᓯᒪᑎᓕᖅᓴᓗᔪ (safety [mechanism]), ᓯᔅᑫᖅᓇᖅᑐᑦ (drugs), ᐃᒥᐊᓗᵇ (alcohol)

safety precautions for hunters, firearms, rifles

Note: This article shares important information about handling firearms safely. Have students discuss or write in their journals what they know or what they have learned about handling guns safely.

Our Land

Seacans Get a New Life (pg 10-11)

information article

ᐅᓯᓕᖅᓯᑎᑦ (seacans), ᐅᒥᐊᔨᐊᵇd (shipping), ᐅᓯᖅᑕᑕᖅ (cargo), ᐅᒥᐊᔨᐊᵇdᑦ (barges), ᐃᑭᐊᒥᓕᖅᑕᐅᓯᒪᔪᑦ (insulated), ᖅᑲᐅᓴᕐᑎ (scientific), ᖅᑲᐅᓴᕐᕕᒃ (labs/laboratories), ᖅᑲᐅᓴᕐᑭᓇᓕᕐᓂᖅ (experiments), ᒪᔪᕐᕕᒃ (climbing gym), ᖅᑲᐃᖅᓯᒪᖅ (mountain), ᐅᐊᕆᓕᖅᓯᔨᓗᐃ (electrical wiring), dᕕᔪᑭᓇᐅᑎᖅᑲᓕᖅᑎᑦᓗᐃ (plumbing)

creative reuse of materials, design, construction, innovation

Note: This article shares different ways that used seacans can be reused. Have students discuss or write in their journals other materials that can be reused and how they can be reused.

Testing Airplanes in Iqaluit and around the World (pg 12-15)

information article

ᖃᑲᖏᑕᓯᖅ (airplane), ᑲᑦᓕᖅᑐᑲdᑦ (lightning storms), ᕿᓇ (designs), ᖃᑲᐅᓴᕐᖅ (test), ᒥᕐᕆᒃ (runway), ᐃᓄᑎᐊᓯᖏᓪᓕᓄᑦ (passenger), ᖃᑲᖏᑕᓯᓕᓕᒫᑦ (airplane crew), ᐃᑦᑎᖅᕕᒃ (baggage), ᓄᖅᑲᑭᑎ (brakes), ᐃᑦᓯᓕᖅ (windshield)

safety, technology, evaluating to improve safety

Note: This article shares information about how airplanes from around the world are sometimes tested in Nunavut. Help readers locate the United Arab Emirates on a map to understand where the hot-weather testing of airplanes takes place.

Country Food Stir-Fry (pg 16-17)

recipe

ᐊᖏᔪᐊᓕᓴᑭᓯᖅ (stir-fry), ᐱᐅᔨᖅᑲᐅᖅᑐᖅ (nutrients), ᐅᖅᓯᑎᐊᐸᒃ (fatty acids), ᑎᐅᓕᐊᑭ ᒪᒪᖅᓴᐅᑎᵇ (teriyaki sauce), ᓴᑦᑐᑦᐅᑎᑲᑦᓕᵇ (wok), ᐃᔨᓴᵇᓯᔨᖅ (marinating)

foods, healthy recipes

Note: Have students talk about foods that they like and how they could adapt this recipe. Students might want to learn where Thailand is when they read about Thai flavours in the final text box. Have them find it on a world map.

Our Culture

Elijah & Elisapee: Making Igunaq (pg 18-21)

comic

ᐃᔪᓇᖅ (igunaq)

hunting walrus, country food, making food from a hunt

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.

ᓇᐃᓯᓪᓗᖅᓯᒪᔨᖅ

ᓇᓕᒥᓂᖅ
ᐊᐱᓚᓄᑎᓪ:

ᖃᓄᖅ
ᐱᖁᔨᑭᓇᖅᐱᐅᒃ
ᑎᑎᕋᖅᓯᒪᔨᖅ?
“ᐅᓇ ᑎᑎᕋᖅᓯᒪᔨᖅ
ᐅᒪ ᒥᒃᓱᓕᖅᓴᖅ...”

The Sanirajak Men’s Support Group: Giving Men the Help They Need (pg 22-23)

information article

ᐃᓱᒪᒃᑯᑦ ᖃᓄᐃᙱᓚᑎᐊᕐᓂᖅ (mental health), ᓂᙱᓚᐅᒪᓕᕆᓇᖅᑐᑦ (violent), ᓯᕐᕋᓇᖅᑐᑦ (drugs), ᐃᒥᐊᓗᒃ (alcohol), ᐊᓇᓪᓕᒃᓱᖅᑕᐅᔨᓂᒃ ᑲᒪᓗ (jail guard), ᐊᒃᓱᕈᕐᓇᖅᑐᐅᑯᑎᑎᓱᒪᓂ (traumatic experience)

mental health, expressing emotions in healthy ways, dealing with trauma, getting out on the land, finding support

Note: This article shares information about a mental health group for men. Point out to students the information on the last page about how to find information and support. 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 Susan Aglukark (pg 24-25)

music profile

ᖃᑯᑎᓪᓚᑦ 40 ᐃᙱᓪᑭᑎᑦ (Top 40 hit), ᔨᓐᓄ (Juno Award), ᐃᑲᔨᖅᓱᐃᓂᓂᖅ (activism), ᓄᓇᖅᑲᖅᑲᖅᑐᐃᓇᓂᒃᓵᑦ (Indigenous), ᖃᑯᐊᖅᓵᖅᓇᖅᑐᑯᑯᖅᑐᐃᓇᓂᖅᓄᓐᓄ (trauma), ᐱᑎᐊᖅᑕᐅᓘᑦᑐᐃᓇᓂᖅ (abuse), ᐃᓕᓴᕆᐅᔨᔪᐊᑎ (honours)

music, increasing awareness of issues affecting the North, healing

Note: Have students talk about music that they like. Students might also want to discuss some of the issues raised, such as abuse, trauma, and the National Inquiry into Missing and Murdered Indigenous Women and Girls. 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 Selves

Advice Column: My Friend Just Told Me He Is Gay. How Should I Respond? (pg 26-27)

advice column

ᓇᓗᓇᐃᖅᓯᓪᓕᑦ ᓇᓕᐊᖏᓂᒃ ᓴᖏᓱᓂᕿᑎᓂᒃ (sexual orientation), ᐊᔨᐅᑎᖏᑕᒥᒃ ᐱᐅᒃᓴᓂᖅ (heterosexual), ᐊᔨᐅᑎᕆᒥᒃ ᐱᐅᒃᓴᓂᖅ (homosexual), ᑕᒪᐃᖓᓂᒃ ᐱᐅᒃᓴᖅᑐᑦ (bisexual), ᓴᖏᓱᕆᖅᑭᒪᖏᑎᑦ (asexual), ᓴᖅᑭᑦᑐᖅ (coming out)

sexuality, sexual orientation, gender identity, coming out, finding support

Note: This article includes and explains many terms about sexuality, sexual orientation, and gender identity for readers to consider and discuss. Point out to readers the advice about how to get more information at the end of the article. Lead a discussion with students in groups or as a whole class. Be sensitive about the topic as you lead the discussion.

Get Involved with Skilled Trades and Technologies (pg 28-31)

information article

ᓴᓵᒃᓴᑦ (skilled trades), ᖃᑭᔨᓕᓗᓕᑦ (carpenters), ᓂᖃᓕᐅᖅᑲᒃᑐᑦ (cater), ᑲᑎᒪᓕᑦ (program), ᐊᑭᓕᖅᓯᖅᑕᐅᓇᑎᒃ (volunteers), ᐊᑭᑦᑐᖅᑭᑎᓇᓯᒃᑐᓄᑦ (competitions), ᓂᖅᓕᐅᖅᓂᒍᑦ (culinary arts), 3D-ᓄᑦ ᓴᖅᑭᓪᓕᔪᑎᓂᒃ (3D printer), ᐅᖅᑲᖅᑎ (broadcaster)

skills, career development opportunities

Note: This article shares information about Skills Canada Nunavut and jobs in the skilled trades. If students are interested, encourage them join a skills club, or to start one if there isn’t one in your community.

Career Spotlight: Working on a Cruise Ship (pg 32-33)

career profile

ᐅᒥᐊᖅᔪᐊᖅ (cruise ship), ᓂᐅᖅᑭᐊᑦ (tourists), ᐊᐅᓪᓚᓄᑎᑦ (expedition), ᑐᓴᓵᑦ (interpreters), ᐊᐅᓪᓕᑭᓵᓵᑦ (guide), ᐃᓕᓐᓂᐊᖅᑎᑦ (internships)

career opportunities, the travel and tourism industry, education and work options

Note: Have students discuss how the cruise ship business has a “season” for visiting the North, so work can be described as “on-season” and “off-season.” Have them share any experiences they have with travel or with meeting tourists from cruise ships.

Our Words

Qaujjaqjjuq and the Man in the Moon: A Script for Readers’ Theatre (pg 34-40)

readers’ theatre script

ᐃᓕᐊᖅᔨᒃ (orphan), ᐅᒃᑯᓯᖅ (chamber pot), ᒪᒥᖅᕕᒃ (dancing house), ᐃᐸᖅᓂᖅ (whip)

mistreatment, orphan story, having a friend to talk to

Note: This is a traditional story about a mistreated orphan and how he escapes his mistreatment with the help of a mythical figure.

See below for suggestions about how to have students practise and present readers’ theatre.

Presenting Readers’ Theatre

Have students read the readers’ theatre script in this issue quietly to themselves. Discuss the story and the students’ impressions.

Assign roles to the students. Allow students to practise their assigned lines independently and in quiet voices. Then practise as a group to read the script out loud with all the lines.

Read the script more than once, each time focusing on something different. For example, the first time, students can focus on following along in the script and reading when it is their turn. The second and third times, they can focus on including some expression in their voice.