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TULLINILIARA
EXTENSION ACTIVITIES



Level 13: The Bike Shack

- Activity worksheet: Business Plan

ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



EXTENSION ACTIVITY

BOOK TITLE
The Bike Shack

LENGTH
2 lessons
(30–40 minutes)



Essential Questions

What are some important businesses in the community?
What kind of business would you be interested in starting?



Lesson Overview

In this lesson, students will think about what kind of businesses their community would benefit from having, and what kind of business they would be interested in starting. This will build on their understanding of the book *The Bike Shack*. Students will also consider how the business in the book and the business they are developing reflects the Inuit Qaujimajatuqangit principles.

REQUIRED MATERIALS

- *The Bike Shack*
- Chart paper
- Markers
- Activity worksheet: **Business Plan**

LEARNING ACTIVITIES



Whole class picture walk of *The Bike Shack*.



Find Inuit Qaujimajatuqangit principles in *The Bike Shack*.



Create a business plan.



Create an advertisement.

LEARNING CONNECTION

Students will learn about the concept of entrepreneurship by seeing how the characters in the book *The Bike Shack* identify and respond to a need in their community by starting a small business.

READING VOCABULARY

business, entrepreneur

PRE-LESSON PREPARATION

1. Gather eight pieces of chart paper. On each piece, write one of the Inuit Qaujimajatuqangit principles listed below. You can also find these principles listed in the Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum book.
 - **Inuuqatigiitsiarniq:** respecting others, building relationships, and caring for people
 - **Tunnganarniq:** fostering good spirit by being open, welcoming, and inclusive
 - **Pijitsirniq:** concept of serving
 - **Aajiiqatigiinni:** consensus decision making
 - **Pilimmaksarniq:** concept of skills and knowledge acquisition
 - **Piliriqatigiinni:** working together for a common cause
 - **Qanuqtuurniq:** being innovative and resourceful in seeking solutions
 - **Avatittinnik Kamatsiarniq:** respect and care for the land, animals, and the environment
2. Photocopy one **Business Plan** activity worksheet for each student.

LESSON PLAN: THE BIKE SHACK

Lesson 1 Plan

1. Have students look at the cover of *The Bike Shack*. Ask students what they think the book might be about. If students are having difficulty coming up with predictions, try to avoid providing prompts. More insight will come from the picture walk in the next step.
2. Complete a picture walk of the story. Go through each of the illustrations in the story and have students talk about what they see.
3. Read the book *The Bike Shack* out loud to the class.
4. Hang up the Inuit Qaujimajatuqangit principles posters that you prepared in the **Pre-Lesson Preparation** on the board. As you hang up each poster, review what the IQ principle on that poster means. Ask the class if they can recall any parts of the story that relate to that principle. Do this for each principle and record students' answers on the appropriate chart paper.

Example: For **Inuuqatigiitsiarniq**, students may make the following connections:

- ☛ Markusie and Piita were welcoming to Meeka.
- ☛ Meeka helped Piita fix his bike.
- ☛ Meeka's ataata allowed the kids to use his shed and tools.

LESSON PLAN: THE BIKE SHACK

Lesson 2 Plan

1. Organize students in pairs. Tell students they are going to come up with a business idea that they think their community needs. Then they will create a business plan using the **Business Plan** activity worksheet. Hand out one activity worksheet to each group. Read through the worksheet as a class to be sure that students understand how to answer each of the questions. Give students examples of how they can incorporate IQ principles in their business plans, for example by helping those in need (Inuuqatigiitsiarniq), taking care of the environment (Avatittinnik Kamatsiarniq), teaching others (Pilimmaksarniq), or solving a problem in your community (Qanuqturniq).

Note to Teachers: It is important to talk to students about what is required to start a business. Remind students that the children in the book borrowed tools and a space from a family member in order to start their business. When students are coming up with their own business, let them be as creative as possible. However, you can also introduce the idea of using savings, business loans, or fundraising to start a business.

2. Once students have finished their business plans, have each group choose one of the following ways to advertise their business:
 - ☛ An eye-catching poster to put up around the community
 - ☛ A radio advertisement for the local radio station
 - ☛ A special event to promote their business

Have students work on this advertisement during this lesson or later in the week if they need more time. Once students are finished their advertisement, have them present it to the class.

Names: _____

Business Plan

Name of business:

What does this business do?

Where will the business be located?

Why does the community need this business?

How will you get the money to start the business?

How will you advertise the business?

What IQ principles will your business follow?
