PEOPLE WORKING

LEVEL 7

Level 7: Lesson Plan: Visiting Our Families at Work (ᐃᓕᓐᓂ ᐳᓴᕆᐊᖅᑕᓐᓂ ᐃᖅᑲᓇᐃᔭᖅᑎᑦᓯᒋᐊᕐᓂ)

- Activity worksheet: Question Card (ᐊᐱᕐᑯᑎᑦ ᑎᑎᕐᖅᓱᒪᓕᕐᓂ)

ICON LEGEND

TEACHER SCRIPT

CLASS DISCUSSION

INDIVIDUAL ACTIVITY

PAIRS/SMALL GROUP ACTIVITY

LARGE OPEN SPACE REQUIRED

EXTENSION ACTIVITY

LEVEL 7

BOOK TITLE
Visiting Our Families at Work

TOPIC
People Working

LENGTH
1 Lesson (1 Hour)

Essential Question

What is the difference between paid and unpaid work, and why are both important?

Lesson Overview

In this lesson, the teacher has the students connect the book *Visiting our Families at Work* to their own experiences. It requires the hands-on active participation of the students and teacher.

REQUIRED MATERIALS

- *Visiting our Families at Work* (ᐃᓕᓐᓂ ᐳᓴᓇᐊᖅᑕᐅᓂ ᐃᖅᑲᓇᐃᔨᖅᑎᑦᓯᑎᑦ)
- Activity worksheet: **Question Card (ᐊᐱᕐᑯᑎᑦ ᑎᑎᕋᖅᓱᒪᔪᑦ)**

LEARNING ACTIVITIES

Class discussion about paid and unpaid work.

Class discussion about what kind of work the students' family members do.

Interviewing family members and drawing family members' work.

LEARNING CONNECTION

The students will begin to understand the differences between paid and unpaid work and why both types of work are important to communities. It builds on their understanding of the book *Visiting Our Families at Work*, which introduces them to the vocabulary for different kinds of paid and unpaid work.

READING VOCABULARY

Marine biologist, takes care of, accountant, makes, RCMP officer, teacher, important, community.

PRE-LESSON PREPARATION

1. Photocopy the **Question Card (ᐊᐱᕐᑯᑎᑦ ᑎᑎᕋᖅᓱᒪᔪᑦ)** activity worksheet for each student.

LESSON PLAN: **VISITING OUR FAMILIES AT WORK**

1. Introduce the idea of paid and unpaid work to the students.

   “ᐊᑭᓕᖅᓯᖅᑕᐅᓪᓗᓂ ᐃᖅᑲᓇᐃᔨᖏᖅ ᐊᑐᖅᑕᐅᓯᖅ ᐱᓕᕆᐊᕐᓂᒥᓄᑦ ᑭᓇᐅᔨᖅᑕᖅᑐᖅᑎᖏᓂᐊᖅᐸᑦ. ᐊᑭᓕᑕᐅᖏᑦᑐᑦᓇᓇᖅᑐᖅᑎᓇᓪᓗᓂ ᐱᓕᕆᔨᐊᓂᐅᒐᓗᐊᖅᑲᓕᑦ. ᑕᒪᑲᑭᐸᑦ ᐱᒻᒪᓴᓇᓇᐅᓪᓗᓂᑎᑦ.”

2. Read the book *Visiting our Families at Work* to the students.

3. Ask the students to give examples of unpaid work from *Visiting Our Families at Work*.

   Answers include: Cepoola’s uncle taking care of her grandmother, Patrick’s grandmother making clothing.

4. Discuss the importance of these two examples of unpaid work.

   “ᓯᖏᒪ ᐅᑯᐊᑲ ᐱᒻᒪᓴᓇᓇᐅᔭᖅ ᓄᓇᓕᖏᓐ?”

5. Give the students a minute to think about what types of work their family members do. Ask students to turn to a partner and talk for two minutes about the different types of work their family members do. Remind them that in some families, there are some family members who do paid work and some who do unpaid work, and challenge the students to think of examples of both paid and unpaid work that is done by members of their family.

6. After the two-minute conversation in partners, invite one or two volunteers to give examples of paid and unpaid work their family members do.

   Some examples might include: preparing dinner, fishing, taking care of elders, working at the grocery store, writing and performing music.

7. Give each student a copy of the **Question Card (ᐊᐱᕐᑯᑎᑦ ᑎᑎᕐᓴᖅᓯᒪᔪᑦ)** activity worksheet. Have each student write the name of a family member on the card and draw a picture of the family member doing his or her work. Then ask the students to take this card home and ask a family member to fill out the back of the activity worksheet. Ask students to bring back the cards by a given date.

   Some examples might include: preparing dinner, fishing, taking care of elders, working at the grocery store, writing and performing music.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Ask students to share their **Question Card (ᐊᐱᕐᑯᑎᑦ ᑎᑎᕐᓴᖅᓯᒪᔪᑦ)** activity worksheet in partners or teacher-selected small groups. Encourage students to talk about why the work is important.

2. Display the completed **Question Card (ᐊᐱᕐᑯᑎᑦ ᑎᑎᕐᓴᖅᓯᒪᔪᑦ)** activity worksheets around the classroom.

ᐊᑦᓯ: _____

ᐊᐱᕐᓂᑦ ᑎᑎᕐᕋᓱᒪᔪᑦ

ᐃᓕᓴᕐ ᐊᑎᖏᑦ: _____

ᑭᓯᒥᑦ ᐃᖅᑲᓇᐃᔨᖅᑲᖅᐱᒃ?

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ᑭᓯᒥ ᐱᔪᓐᓇᖅᑲᖅᑐᑎ ᐃᖅᑲᓇᐃᔨᑦ ᖃᓄᐊᕐᓂᐊᕐᓂᐅᑦ?

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