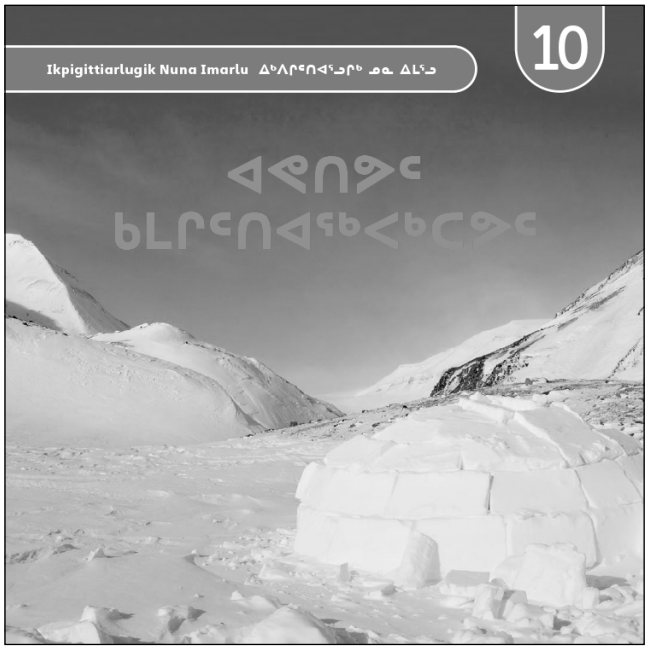
ᐃᒃᐱᒋᑦᑎᐊᕐᓗᒋᒃ ᓄᓇ ᐃᒪᕐᓗ
IKPIGITTIARLUGIK NUNA IMARLU
(RESPECTING THE LAND AND SEA)
EXTENSION ACTIVITIES

INUKTITUT



Level 10: ᐊᕙᑎᖕᑦ ᑲᒪᒋᑦᑎᐊᖅᐸᒃᑕᖕᑦ
(We Take Care of the Environment)

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 Inuktitut to help you guide your lessons. The English extension activity is available for download.

Nunavut

EXTENSION ACTIVITY

LEVEL 10

BOOK TITLE

ᐊᕙᑎᕗᑦ ᑲᒪᒋᑦᑎᐊᖅᐸᒃᑕᕗᑦ
(We Take Care of The Environment)

TOPIC
Environmental Stewardship

LENGTH
1 Lesson (1 Hour)

Essential Question

What are some of the ways we can practise environmental stewardship?

LESSON OVERVIEW

This lesson uses cooperative learning strategies to encourage the students to work together to complete a task. In this lesson, the teacher will focus on having the students recall the information learned from the book and apply it in a new way.

REQUIRED MATERIALS

- *ᐊᕙᑎᕗᑦ ᑲᒪᒋᑦᑎᐊᖅᐸᒃᑕᕗᑦ (We Take Care of The Environment)*
- Chart paper or whiteboard
- Four large pieces of poster paper
- Drawing utensils (crayons or markers)

LEARNING CONNECTION

This activity encourages the students to think about different ways they and their community can practie environmental stewardship. The activity reinforces the information they read in *ᐊᕙᑎᕗᑦ ᑲᒪᒋᑦᑎᐊᖅᐸᒃᑕᕗᑦ* (*We Take Care of the Environment)*, which discusses four methods of practicing environmental stewardship (throwing away your garbage, not wasting, involving your community, and learning about the land).

LEARNING ACTIVITIES

Class discussion about the reading.

Class discussion about environmental stewardship.

Drawing posters to represent ways of practising environmental stewardship.

1. Talk to the students about the book.

   “ᐅᖅᑲᓕᒪᓂᕐ ᐊᕐᓇᑐᓂ ᑲᒪᒋᑎᐊᖅᑳᖅᑕᓂ, ᐅᖅᑲᓕᒻᖅᑲᐅᓂᔪᓂ ᐊᕐᓇᒋᑎᓐᓂᑐᖅ ᐃᖅᐱᒋᖅᑎᑦᓂᐊᖅᓯᕐᒥᖅ. ᑭᐊ ᐅᖅᑲᐅᑎᔪᓐᓇᖅᑲᖓᓐᓄ ᑭᓯᒪᓐᓕᖅ ᐊᕐᓇᒋᑎᓐᓂᑐᖅ ᐃᐸᐱᒋᖅᑎᑦᓂᐊᖅᓯᕐᒥᖅ?”

   Answer: Environmental stewardship means that we are caretakers of the land and sea.

2. Continue the discussion about environmental stewardship by asking why it is important to take good care of the environment.

   “ᓯᒪᒐᑦ ᐱᒻᒪᓗᐅᕙᓐ ᑲᒪᒋᑎᐊᓗᐊᖅᓄᑦ ᓄᓇ ᐊᒻᒪᓗ ᐃᒪᖅ ᓴᓗᒪᑎᑎᐊᖅᑐᑕᒋᓗ?”

   Answers might include: so that future generations can enjoy them; because the environment gives us food; because the land and sea are more beautiful when they are clean; so that animals can be healthy; etc.

3. Ask the students to identify the four ways of practicing environmental stewardship that the book talks about. These rules are shown in the headings of the book on pages 8, 12, 18, and 22. Write down the four ways on the board or chart paper as students name them.

   “ᖃᓄᖅ ᑎᓴᒪᐃᓕᖅᖁᓪᓗᓯᒋᐊᖅ ᐱᓕᕆᒻᓴᖃᖅᓂᑭᖅᑭᓕᖅᑭᒋᑦ ᑕᒃᑯᐊ ᐊᕐᓇᑎᑎᐊᖅᓯᕐᒥᖅ ᐃᐸᐱᒋᑎᐊᖅᓯᕐᒥᖅᓯᒪᓂᑎᒍ ᑕᒃᑯᓄᓂᖅ ᐅᖅᑲᓕᒪᓂᖅ ᐅᖅᑲᐅᔪᓐᓇᖅᑐᑦ? ᑕᑯᓂᐊᖅᓴᓕᒋᑦ ᓄᓇᕗᓄᐃᖅᑕᐅᔪᓂᖅᓯᒋᑦ ᖃᑯᓐᓂᑐᓂᑦ ᐅᖅᑲᓕᒪᓐᓕᐸ ᒪᐸᐱᖓᓂᖅᓂ ᑕᑯᓂᐊᖅᓴᐅᓕᖅᑐᖅ ᑭᐅᖅᓯᐅᖓᓄᑦ.”

   Answers should include: throw away your garbage; do not waste; involve your community; and learn about the land.

4. Tell the students that they are going to work in groups to create posters to teach others about these four ways of practising environmental stewardship.

   “ᐊᖏᔪᖅᑐᖅᔪᒪᖃᑯᓂᖅᑎᑭᓴᔪ ᑎᓴᒪᐃᓕᓕᖓᓴᔪ. ᐊᑐᓂ ᐱᓕᓕᐸᑦ ᐅᑯᓇᖅᑑᓐᓴᖅ ᐱᑦᓕᓕᐊᑲᓴᕐᓴᖅᑕᖅᓯᐅᑦᓂᐊᖅᑐᖅ. ᑎᓴᒪᓂ ᐱᓕᕆᒻᓴᖃᑎᒌᓴᓂᖅ. ᐱᓕᓕᖃᓴᖅᓴᖅᑐᑦ, ᓴᓇᔨᓕᐊᖅᑲᓂᓕᐊᖅᑯᔪ ᐊᕐᓇᓗᒍᓕᐊᓕᒪᑎᒃ ᑕᑯᐸᓴᐅᑎᑎᐊᕐᒪᑎᒃ ᐊᔪᑎᑦ ᐃᓕᓴᕐᓂᐊᖅᑎᑎᐊᖅᑐᓕᖅᑐᖅᓴᖅᑐᑦ ᐱᓕᕆᒻᓴᖃᖅᓂᒪᓕᖅᑐᖅ. ᒐᓇᓗ ᐊᕐᓇᒪᒋᐅᑕᐅᔪᖅᑐᑦ ᑕᑯᐸᓴᐅᑎᑦᓂᐸᔪᑎᓄᑦ ᐱᖅᑯᐅᑦᔨᔪᓕᐊᖅᑲᖅᓯᐊᖅᑯᖅᑐᑦ ᑎᑎᖅᑲᓄᑦ ᐊᖏᕐᕋᓂᖅᑐᑦ ᓇᓗᓇᐃᖅᑲᐅᔪᓂᖅᑐᑦ ᐊᕐᓇᒪᒋᐅᑕᐅᔪᒪᔪᒪᑦ ᑕᑯᐸᓴᐅᑎᑦᓂᐊᖅᑐᖅ ᐱᓕᕆᒻᓴᖃᖅᓂᓯᓐᓄᑦ.”

5. Divide the class into four groups and assign each group one of the four practices: Throw Away Your Garbage, Do Not Waste, Involve Your Community, and Learn About the Land. Instruct the groups to spend some time planning and discussing their posters before they start creating them.

6. Give students time to work on their posters. As they work, circulate and answer any questions they may have. Make sure that each poster includes a large title with the name of their assigned practice (Throw Away Your Garbage, Do Not Waste, Involve Your Community, or Learn About the Land) and an illustration that shows the practice. If they are having trouble thinking of appropriate illustrations, here are some suggestions:

- For Throw Away Your Garbage, students might draw a person putting a candy bar wrapper in a garbage can.
- For Do Not Waste, students might draw a family sharing polar bear meat while one family member works on the skin.
- For Involve Your Community, students might draw people working together to clean up the shoreline.
- For Learn About the Land, students might draw a young person on a dogsledding trip with an older person.

7. When the groups have finished their posters, bring them back together and lead a discussion about what might happen if we did not follow the practices talked about in the book.

“ᖁᑲᓂᖅ ᐃᓱᒪᑭᕕᐅᒃ ᖁᑲᓂᐃᒃᑲᖅᓯᓐᓄᑦᖁᒃ ᒡᒃᔪᐊ ᓴᓗᑉ ᐃᑭᐸᓂᕐᓂᕐᒧᑦᑎᒍ ᐃᑭᑦᑎᕕᖏᓚᑦ?”

Answers might include: soon the land would be covered in garbage; animals might eat our garbage and get sick; the land would not be clean; etc.

“ᖁᑲᓂᖅ ᐃᓱᒪᑭᕕᐅᒃ ᖁᑲᓂᐃᒃᑲᖅᓯᓐᓄᑦᖁᒃ ᒡᒃᔪᐊ ᐅᒪᔨᖅᑕᕕᓂᐅᑦ ᐃᑭᑐᐃᓐᓂᕐᑎᓂᕐᒧᑦᑎᒍ, ᐅᕐᖓᔭᓐᓂᑉ ᐅᒪᔨᕋᓱᒃᑲᑦᑕᓂᕐᒧᑦᑕ ᐊᒥᓱᓪᓗᖅᑐᓂᐅᓂᒃ ᐱᓴᓕᐊᖅᑲᖓᑦᑕᓂᕐᓄᓐᓂᔭᓚᑉᓂᑦ?”

Answers might include: we would run out of animals; people would not have enough food to eat; animal skins could not be used to make clothing; etc.

“ᖁᑲᓂᖅ ᐃᓱᒪᑭᕕᐅᒃ ᖁᑲᓂᐃᒃᑲᖅᓯᓐᓄᑦᖁᒃ ᒡᒃᔪᐊ ᓄᓇᖅᑲᑎᐅᓐᓂᕐ ᐱᓕᓕᖅᑎᑭᖅᑕᖅᑭᕐᓂᕐᒧᑦᑎᒍᑦ?”

Answers might include: we would not be able to keep the environment clean by ourselves; we would not share the responsibility of environmental stewardship; everyone would only do what they needed for themselves; etc.

“ᖁᑲᓂᖅ ᐃᓱᒪᑭᕕᐅᒃ ᖁᑲᓂᐃᒃᑲᖅᓯᓐᓄᑦᖁᒃ ᐃᓕᓴᓂᐊᓂᕐᓄᑦᖁᒃᑭᕐᓂᕐᒪ ᓄᓇᕕᐅᑦ ᒥᔭᓴᓂᑦ?”

Answers might include: we wouldn’t appreciate the land; we wouldn’t know how to take care of the land; etc.

8. After the lesson, display the students’ posters in the school for other students and teachers to see.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Students can hang their Environmental Stewardship posters in the classroom.